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ABSTRACT

Contents of this evaluation of ESEA Title 1 programs for the District of Columbia, 1966 and 1967, include: development of a statistical model for the evaluation; programs and procedures; patterns of program participation; data-gathering instruments developed for analysis of Title 1 Programs; relationship of program participation to pupil performance; special studies--Part A--evaluation of teacher-aides; Part B--Evaluation of the Summer 1966 Pre-Kindergarten program; Part C--Evaluation of the Language Arts Program; and, effectiveness of 1966-67 ESEA Title 1 programs. Appendixes include: analysis of the teacher evaluations; additional comparisons of teacher evaluations between June 1966 and June 1967 for students in various Title 1 programs; additional language facility test results; distribution by grade groups of evaluations by pupil personnel teams, February 1967; combinations of programs used in statistical analysis in chapter six; and, data-gathering instruments used in the study. (JM)

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EVALUATION OF ESEA TITLE I PROGRAMS
for the District of Columbia, 1966 and 1967

Technical Report

Government of the District of Columbia
Contracts NS-66416 and NS-6870

December 1967

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Education Research Project
The George Washington University
Washington, D.C.

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> Congress hereby declares it to be the policy of the United States to provide financial assistance to local educational agencies serving areas with concentrations of children from low-income families in order to expand and improve their educational programs by various means... which contribute particularly to meeting the special educational needs of educationally deprived children.
>
> --Elementary and Secondary Education Act of 1965
> (Public Law 89-10)

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John T. Dailey
Principal Investigator

SUMMARY REPORT

EVALUATION OF ESEA TITLE I PROGRAMS
for the District of Columbia, 1966 and 1967

I. INTRODUCTION

The public schools of the District of Columbia were allocated $5,456,927 in fiscal year 1966 and $5,472,367 in fiscal year 1967 under Title I of Public Law 89-10, Elementary and Secondary Education Act of 1965, for programs to serve educationally deprived youngsters. Approximately 24,000 educationally deprived children were involved in over fifty Title I programs and services during the summer of 1966 and the following regular school year which this report covers.

A system was developed and utilized to evaluate these programs and services. The primary objective of the evaluation was to obtain estimates of changes in student performance and behavior that were uniquely related to each of the various programs. Answers were sought to the following questions:

... Are the children better off because of the expenditure of Title I funds?

... What programs appear to be the most effective in terms of measurable pupil gains?

... What programs or combination of programs and services show promise of obtaining the most student gain per dollar of Title I funds?

II. BASIC CONSIDERATIONS

It was hypothesized that the short-term changes in pupil performance caused by all the Title I programs together were likely to be small, and that changes due to any single program were likely to be just barely detectable, if at all. This means that the only hope of detecting such small short-term changes lies in developing an overall statistical system or model which would include the important out-of-school environment or "resistance factors" which have such powerful effects on student performance and attitudes.

NOTE: This Summary Report is a non-technical summary of the research done under Contracts NS-66416 and NS-6870 with the District of Columbia Government. For further details about the study, see the Technical Report.

Another consideration in evaluation was that since each student was exposed to a number of special innovative practices it was not possible to evaluate any single program by itself in isolation. In considering the effects of any single program, due allowance must be made for all other important school practices, socio-economic factors, and participation in other Title I programs.

III. THE EVALUATION SYSTEM

In order to profit from educational innovation one must have a continuous feedback of estimates of the results. Otherwise most of the value of the innovations will be lost and little will be learned from them that can lead to improved education for the children involved.

Assessing the short-term effects of a single Title I program requires longitudinal follow-up studies with large numbers of cases and quantitative control of the many resistance factors and many school factors involved in the performance of the pupils. For purposes of evaluating the Title I programs such an evaluation system has been developed and utilized. The information on which the system is based has been organized into what might be termed a statistical model of the D.C. public schools. From the statistical model can be predicted the most probable performance of a student in any given new program. If the program has no effect on the student's performance, the student will perform as predicted. If a new program tends to cause favorable changes in performance, then the student in it will do better than predicted.

The statistical model provides a system for continuing evaluation of the various Title I projects as they develop. The system is also comprehensive and versatile enough for use in evaluating other new programs or innovations in the D.C. school system. All that is required is a roster of the students in the new program, or to know which grade groups in specific elementary schools are involved in such an innovation as ungraded organization.

A special feature of the statistical model is a method of estimating expected performance of the pupils in a specific school. These estimates are obtained from analysis of past records of performance levels in schools serving areas with various levels of income and education. At any given point in time, performance in a specific school can be compared with its predicted or expected level of performance and this can be related to its particular pattern of programs and innovations.

IV. INFORMATION COLLECTED

In obtaining the data required for the statistical model, information such as the following was obtained:

A. Lists of students who had participated in the various Title I programs. This involved visiting the program to transcribe the names and other available information about the students.

B. The Student Evaluation Form was distributed to all Title I target schools to be filled out on each student by the classroom teacher. After these forms had been collected from the schools, they were checked, coded, edited, and all essential information punched into IBM cards. This was done twice, once in May and June 1966, and again in May and June 1967.

C. The list of "identified"* students was obtained from the Pupil Personnel Department for all target schools, both public and private.

D. From achievement tests routinely administered in the regular testing program were obtained measures of basic literacy, reading comprehension, and mathematics. In order to study the effects on schools in the target area, expected mean scores for each of them were computed from analysis of scores on standardized tests for comparable schools in previous years. Because of the fact that the tests of the regular testing program during the school year 1966-67 were given early in the school year, it was not possible to use them to determine the effects of ongoing Title I programs.

E. Information obtained from special data-gathering instruments such as questionnaires, interviews, and other standardized tests for specific purposes. One of these standardized tests was the Language Facility Test. This is an individually administered test which obtains a standardized sample of verbal response to visual stimuli. Responses to each stimulus picture are recorded and scored in two different ways. One score, on a ten-point scale, measures the level of verbal development or maturity independent of dialect or cultural influences. The other score measures the number of deviations from standard English. This test was administered to selected groups of students in various programs. Their scores were compared with the norms previously developed on a similar population, or their growth in verbal language facility during the program measured by means of pre- and post-tests.

F. Observations of the project staff members through visits to the programs and interviews with the director and staff members of the various programs.

V. PROCEDURE

A. Preparation of the Master Tape

One of the most difficult operations of the whole project was the work necessary to match up the many different kinds of information from the many sources about thousands of children. Each name on each new document or roster of program participants had to be looked up individually in a "telephone book"-type roster to see whether that pupil was already on file. If he was, the document or roster was marked with the student's identification number so that the data could be added to the data bank. If he was not, a new identification number was assigned and the name added to the "telephone book," so that the data could be processed. It is estimated that a total of approximately 200,000 documents were processed in this manner, and 100,000 on rosters. The data bank contained approximately 80,000 different names with sex, date of birth, school and grade in 1966, and/or school and grade in 1967, plus program participation record and whether the student was identified as a potential dropout. This includes many pupils who moved in and out of the target area schools. To this data bank were added the additional student performance measures used in the evaluation. A great deal of work on the computer was necessary to edit and bring all these data together on a master tape suitable for analysis.

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* "Identified" students are those who have been identified by their teacher and principal as potential dropouts.

B. Analysis of the Student Evaluation Form

There were two sets of evaluations by classroom teachers of students in the target schools. One set was from evaluations done in May and June 1966, and the other set one year later. These items measured different aspects of student behavior and performance. From the first set it was found that three different things were being measured by the form. The first one was "student classroom performance" which can be represented by item 2 of the Student Evaluation Form - "How well does this pupil do in his school work?" The second factor of "alienation from school and society" can be represented by SEF item 12 - "Uncooperative - Cooperative." The third factor of "aggressiveness" can be represented by SEF item 14 - "Shy - Aggressive." This third factor was found to be not related to being identified as a potential dropout. However, items 2 and 12 were highly related to being so identified. The first two factors coincide with two of the most important objectives of Title I programs and of compensatory education in general.

One of the most valuable sources of evaluation of programs came from comparing the averages of teacher ratings on various items of the Student Evaluation Form for students in the various Title I programs and services. Comparisons were made from the master tape for children in general, as well as differences between programs.

C. Achievement Tests

The schools in the target areas were examined to see how their performance on standardized tests compared with their expected performance as derived from the pattern of school means of similar schools. This method was used to evaluate such programs as Ungraded Intermediate, and the sixteen different reading programs. This method is available for use in the evaluation of any future innovation that is concentrated on a grade group in specific elementary schools.

D. Limitations of the Study

The following limitations of the study should be clearly stated:

1. Measures of some of the important objectives of compensatory education were not available during the period of the study.

2. The time period covered by the programs was too short to demonstrate the full effects of compensatory education.

3. The number of students with complete data -- that is, students for whom both a June 1966 and a June 1967 Student Evaluation Form was available on the master tape -- was quite small for some programs despite the large amount of data collected. However samples of 100 cases or more were available for many of the programs.

VI. RESULTS AND CONCLUSIONS

A. Reading and Achievement

Samples of students who in the spring of 1966 took the Metropolitan Achievement Test in grade 2 or who took the STEP battery while in grade 4 were retested using the same battery one year later. These scores were compared with those made by the same students in the regular administration of the test and the differences studied both by individuals and by school means.

The schools in the sample represented various combinations of programs and characteristics, but none of these seemed consistently related to gains in reading level. The target area schools did not perform better than the predicted levels. Some individual schools performed better than the expected level but the patterns of over-performance did not seem to be related to participation in any of the D. C. regular or special school programs. The over-performance when consistent over several grade levels and school years might well, in considerable part, reflect better teaching and administration. Part of it may be due to other control-type factors not presently accounted for. Occasionally a school's over-performance can be due to indirect selective factors causing it to attract children from the more educationally supportive families within the area it serves. When this happens, of course, it will cause other schools serving that area to perform below expectation.

As the statistical model of the schools becomes more completely structured and as additional longitudinal follow-up data are added to it, it should be useful for studies relating pupil performance to measures of teaching quality and training. The effects of variations in teacher quality and training as well as the effects of methods and practices are almost completely masked by the effects of out-of-school environment. While the statistical model, in effect, holds these out-of-school factors constant, it will begin to be possible to estimate the performance level of each school.

It seems probable that any changes in aptitude and/or achievement test performance caused by Title I programs are likely to be small during any one year, and thus large samples of pupils in any given program will be essential for detecting small gains with any degree of confidence. This can be done with the tests given routinely in the regular school testing program once the program stabilizes into a regular sequence of tests for at least two years in a row. It will also be necessary to facilitate the addition of this test information to the present data bank by some permanent system for student identification.

For evaluations with other tests and measures it will be necessary to do special testing of substantial samples of students in specific programs. However, because of the statistical model, it will be necessary only to test at the end of the program since bench marks have already been established for predicting performance in the absence of program effectiveness.

In the future, programs can be evaluated by the various tests, interviews, and other evaluative devices used in the original bench-mark studies.

B. Evaluations by Teachers

The results of the studies involving the teacher evaluations have been incorporated in the next section giving priorities assigned to the various programs and services.

C. Priorities for Funding Under Title I

The programs under Title I studied in this project follow, divided into priority groups as defined below. Projects are arranged in alphabetical order within groups. Also given are the reasons for assigning this priority. Further details will be found in the Technical Report.

Several factors were considered in making up the priority list of the Title I programs studied in this project. Priorities are given only for those programs about which sufficient information is available for adequate judgment. Priority groups were defined as follows: Priority 1 - Those projects which were found to have made a definite and documentable contribution toward better schooling for students from low-income areas. Each of the projects in this category was found to be associated with improved pupil performance and attitudes, or directly salvaged dropouts. These have been divided into two groups, 1-A and 1-B. Priority 2 - Those projects appearing to have merit as Title I programs but which are not making as significant or measurable a contribution as those in Priority 1. Priority 3 - Low-priority projects.

Priority 1-A

Pre-Kindergarten Programs. These include the Summer Pre-Kindergarten, the Saturday Pre-School Orientation, and the Model School Division Pre-School Program. These programs are important approaches to the problem of preparing children for educational experiences in school when they are not being adequately prepared by their home environment. These programs rightly give great stress to participation by the parents and seem to be relatively successful in stimulating such participation. For a sample of 119 children, the Summer 1966 Pre-Kindergarten program was found to be associated with increased language facility. All of the various Title I pre-kindergarten programs were found to be associated with better readiness and performance in both kindergarten and grade 1.

Primary Summer School. If a child learns to read in the second or third grade and makes normal age-for-grade progress thereafter, he is very likely to continue in school until he is 18 years old, and will probably graduate from high school. The extra "push" provided by Primary Summer School should make a substantial difference to the early school adjustment of many students and be a potent weapon against dropout. In the follow-up study, it was found that the sample of 1648 students who participated in this summer program showed evidence of better attitudes, performance, and motivation in the classroom. This program appears to give critical help to disadvantaged children at a very important period in their development and should be continued with high priority.

Pupil Personnel Service Teams. These teams are fundamental to the dropout prevention problem and support it in several ways. First, these teams deal directly with the problems of the identified students, particularly as they involve the home environment. The teams solve many student problems by direct action. They also act to foster parental involvement in the education process. Second, the teams supply much unique information about the student and his home that is badly needed by teachers, counselors, principals, and other school personnel. Third, they provide original unique information essential to the school administration for planning, administering, evaluating, and improving educational services and programs.

The students served by the teams were found to show gains in school performance when re-evaluated by their teachers at the end of the school year. The 1986 students evaluated by their teachers in 1966 and 1967 and who were served by the teams exceeded predicted performance in emotional maturity, attitude toward school, liking to read, and cooperativeness.

This approach seems central to the entire Title I program and should be given top priority. Ways should be sought to extend the services supplied by the teams and to integrate them more closely with the other Title I programs.

Reading Incentive Seminars. Teacher evaluations at the end of the school year indicated that this program led to better student performance and attitudes. The students in this program improved in classroom performance, emotional stability, attitude toward school, liking for reading, and cooperativeness. This evidence is based upon 267 cases with complete data ("with complete data" means that they were evaluated by teachers in both 1966 and 1967), and is statistically conclusive. It was also found that the students in this program were doing better than average to begin with, and showed good improvement during the year. It should be continued with high priority since the dropouts prevented by it will include many of the high aptitude students who are able to do their school work but fail to be motivated by it.

Social Adjustment. This summer program represents a fundamental attack on a very important problem in the dropout area. The 61 students with complete data were found to show important improvement in classroom performance, emotional stability, attitude toward school, and cooperativeness. They exceeded predicted performance in liking to read, where the total sample showed a decrease. It represents the first really structured program in this area and should be given high priority for continuation and expansion.

Specialized Camping Programs. This includes the Summer Music Camp (10 cases), the YMCA Camp (65 cases), and the Saturday Music Program (10 cases). These were two specialized camping programs in the summer of 1966 and a follow-up program for one of them during the regular school year. The children in all three programs showed evidence of better classroom performance when evaluated by their teachers at the end of the school year. The Music Camp and Saturday Music Programs were also associated with improvement in attitude toward school and liking to read. Camping in and of itself is certainly no panacea, but specialized camps with close tie-in to academic programs and objectives seem to be an effective way of obtaining increases in student school performance. It is recommended that long-range plans for a permanent camping program be initiated.

STAY (School to Aid Youth). This program probably salvages dropouts at a lower cost per dropout than almost any other program since there is not a great deal of turnover within the program. In many other programs, a great deal of money can be spent on a number of students who will either not drop out in any event or would drop out despite the money spent on them. This is not true of the STAY program. A sample of 54 students in the winter STAY program had been evaluated by their teachers in 1966 and by the STAY staff in May 1967. The re-evaluations were made by STAY staff and therefore are not completely comparable with the other programs. However, it was found that there were improvements in school performance, emotional maturity, attitude toward school, liking to read, and cooperativeness.

The original expectation for the STAY program was that it would feed students back into their regular high schools. This did not happen in most cases since the students strongly preferred the STAY program to the regular high school. Apparently this program represents a new type of secondary program suited to the needs of many students who reject the regular high school programs. It is recommended that the STAY program be expanded and eventually become part of the regular secondary program in several key areas of the city. Ways should be explored to use it as a base for a new work-study and continuing education program to meet the needs of those students now rejecting full-time day study.

Webster School for Girls. This program deals with the factor that is one of the most important causes of dropout among girls. It directly salvages potential dropouts at a reasonable cost. It is doing a good job of meeting the educational needs of our girls at a critical time in their lives, and it is also a good example of how the school system goes to great lengths to meet the special problems of its students. It should be continued with emphasis on learning how to meet this problem with a simplified and less expensive program for all girls who need it, at a cost that could be absorbed into the regular school budget. It should also be examined to see what materials and methods have been developed that would be useful for all high school students to have in preparation for eventual family responsibilities and to foster the fullest development of their children.

Priority 1-B

Expansion of Language Arts. The Language Arts Program is designed to develop the oral and written language facility of culturally disadvantaged children. One of its main purposes is to teach standard English to those children who, in effect, speak an urban dialect. Earlier studies have indicated that this program seems to be effective in doing this. Samples of students who had been in the Language Arts Program in 1965 were found to have improved in language facility (123 cases) and in speaking standard English (44 cases) in this study.

Future for Jimmy. This summer and regular school year program is a tutorial- and counseling-type program in considerable depth where representatives of the intellectual community of Washington tutor and counsel individual students who need help. It is jointly administered by the D.C. schools and the Urban League, and because of the Urban League participation, helps involve a very important stratum of the Washington community in working directly with the problems of these school children. This should do much to help these tutors understand better the D.C. school system and the problems that it and its students are working on together. A sample of 183 cases showed improvement in classroom performance. The program should be continued if budget permits.

Age 13.7 Summer Reading Program. This program attacks a very fundamental cause of dropouts for the group of students most likely to drop out, since they are having difficulty with school achievement and are seriously behind in their age-grade placement. A follow-up study indicated that one year after participating in this summer program, 199 students who had been in it showed evidence of better performance in the classroom. It was a relatively inexpensive program and should be expanded to meet the needs of all youngsters in this category.

Ungraded (or Nongraded) Intermediate Sequence. This program is exploring a new approach to meeting the individual needs of disadvantaged students at the intermediate level. It is an ungraded sequence offering help in understanding the problems of the culturally disadvantaged child and organizing the instructional program to meet his particular needs. A group of 102 students in this program improved in emotional maturity and attitude toward school, and also exceeded predicted classroom performance. This program is an important new approach, and needs full trial and careful evaluation.

Urban Service Corps. Title I funds were used by the Urban Service Corps to provide transportation for field trips and also to provide clothing, glasses, and hearing aids to children needing them. These expenditures do not lead directly to improved school performance or attitudes, but they do represent important services needed by children in low-income areas. Such programs need to be continued.

Priority 2

Breakfast and Physical Fitness Programs. This summer and regular school year program appeared to be working out well and showed promise of being effective in improving student motivation and attitudes, although the statistical study failed to confirm this. If it were to be continued, the basic concept should be examined closely to see exactly how it is operating as a reinforcement activity in relation to the regular school program.

College Orientation. This is an important and apparently effective program but is not directly aimed at the prevention of dropouts. A high proportion of these youngsters probably would not drop out since they were doing well in classroom performance before entering the program.

English in Every Classroom. This is a program designed to involve students and teachers in regular systematic writing of compositions and also to encourage and improve reading through the use of paperback books, magazines, and newspapers. It operates on the premise that English must be taught by each teacher in every classroom, not by the English teacher alone. It served a unique function over and above the other communication skills programs in its concentration on the systematic writing of compositions, and should help to meet a real need in the development of these students.

Enrichment Summer School - Secondary. This program contributes directly to dropout prevention to the extent that it enables students to study those subjects in which they have a special interest. Student comments in themes and interviews indicated that they like the summer courses much more than the same work during the regular school year, and had an increased interest in school work. Students from this program were found to have better school performance and attitudes in the classroom one year later. It is given lower priority than the Primary Summer School because it occurs at an older age when many students have already left school, and leaves fewer years for student improvement to affect school work and progress.

Extended Day - Double Barrel Program. This program involved college students who worked with the younger children on a buddy basis. There were five children assigned to each college student. The college students aided in tutoring, cultural enrichment, and personal adjustment, with special emphasis on establishing rapport between the child and the college student. Also involved in this program were counselors and librarians, and services for an after-school library program were provided. However, the program was not implemented as originally intended. The 51 students in the program for whom complete data are available were found to improve in cooperativeness and emotional maturity but did not do better than expected in classroom performance. If continued, the program should be restructured and kept on a completely evaluated experimental basis.

Gonzaga College Prep. This important and apparently effective program is not aimed directly at the prevention of dropouts. The program has some importance in that it is one in which nonpublic school students participate.

Reading and Speech Clinics. Title I funds were used to add technicians to the staffs of the Reading Clinic and the Speech and Hearing Clinics. However, there was some delay in obtaining these technicians because of the shortage of supply of these specialized persons. These clinics provide remedial service to many students and this important service is an invaluable support to regular classroom teachers. The usual procedure in these clinics was to give priority to the identified students.

Reading Programs. A great deal of work has been done in recent years on new approaches to the teaching of reading. All of these have some advantages; none of them has accomplished any miracles. Sixteen of the more popular new approaches were tried in the D.C. schools, and none of them has done any miracles, either. However, they represent new popular approaches that should be tried out to see their strengths and weaknesses for various teachers and various combinations of students in the D.C. schools.

Most of the samples for the 12 methods for which data were available were too small to warrant final judgment on the merits of each individual program, but several of the reading approaches were associated with improvement in student classroom performance. These included the MacMillan Reading Spectrum (23 cases), Ginn Language Development (22 cases), and Words in Color (47 cases). The MacMillan group also improved in attitude toward school, liking to read, and cooperativeness. The Ginn Language Development group also improved in attitude toward school and cooperativeness. Words in Color was also associated with improved liking to read. While the students in the above reading method groups showed improvement, the group of 12 methods as a whole was not associated with better school performance or better reading test scores when comparisons were made with students in similar schools with no experimental reading programs.

The problem is not to select one best program which, of course, may be only slightly better than the others. The problem is to enable the District of Columbia teachers to have the latest know-how, materials, and methods available for different approaches to reading, and it is believed that this will do much to increase the motivation of both the reading teacher and the reading student.

Summer Institute for Elementary Teachers and a Demonstration Summer School. This Model School Division project was a very important attempt to learn the best ways of in-service training of teachers for culturally disadvantaged children. If it is to be continued, emphasis should be placed upon learning how to plan an eventual in-service teacher training program for school-system-wide introduction at a cost the system can afford.

Priority 3

Cultural Enrichment. Cultural Enrichment has been rather disappointing as an approach to stimulating young people for motivation in school. However, the present Cultural Enrichment program is relatively inexpensive and it is better tied in with the real cultural heritage of the groups than many others have been. There may be ways to utilize this concept and to coordinate with specific educational programs more closely. It is a difficult program to evaluate, but it appears at present not to be of high priority as it is now developed.

Harrison School-Community Project. This is an attempt to obtain maximum involvement of parents, church, and school personnel in support of a summer school program in a poverty-stricken neighborhood. The total project served to gain experience in this area. However, the specific activities under the program need to be examined carefully as they probably vary greatly in their effectiveness. The emphasis should be on learning enough about this problem complex to be able later on to plan a suitable project in this area to be tried out with additional groups.

"Team-Up" Training and Enrichment. This program did not seem to get off the ground very well. It does represent an attempt to achieve a number of objectives related to upgrading of culturally disadvantaged youth. Its objectives possibly were too diverse and perhaps should be more limited if the program is continued.

D. Projects to be Financed from Funds for the Education of Handicapped Children

Hearing Impaired Children (Kendall). This seems to be a very effective and well-run program for helping those children with hearing impairment.

School for Emotionally Disturbed Children (Episcopal Center). This is the first year of a three-year therapeutic school program for emotionally disturbed children who are also culturally and economically disadvantaged. It is administered cooperatively by the District of Columbia Public Schools and the Episcopal Center for Children, and includes family involvement. The 35 children in this program are those whose problem is so deep-seated that they have been unable to adjust to a normal classroom situation. The purpose of the program is to work with the children until they can be reintroduced into normal classrooms, but at the end of the first year the program had not been very successful in this. This is a very good example of how far a school system will go in meeting the full needs of those students with the greatest problems.

Severely Mentally Retarded Children. This seems to be an important well-run program that should be continued if appropriate funds are available.

Sharpe Health School Summer Institute. This seemed to be a fine program for children with a variety of handicaps, and should be continued if appropriate funds are available.

E. Projects More Appropriate for Funding under the Regular School Budget

Teacher-Aides. There was a great deal of variation in the way teacher-aides were used, and additional study is needed to determine the best pattern of utilization for these sub-professional persons. Data were not available to relate the use of aides to specific programs; therefore, the evaluation had to be limited to one of all aides combined.

Studies of the teacher-aide programs indicated that the aides were performing very valuable functions as part of the instructional team and are, in general, relieving the teacher of those tasks that do not require professional skills. There was no evidence that students in classrooms with teacher-aides performed better in class than those who did not. But the same thing has been found for students in smaller classes as compared to larger classes. Apparently the use of teacher-aides is not likely to lead to short-term gains in classroom performance, but neither would the use of the same funds to hire a small proportion of additional teachers.

The real question with regard to the Teacher-Aides program is the relative ratio of teacher-aides to teachers to accomplish most effectively and efficiently the instruction in the classroom. In estimating the optimal ratio of teachers to teacher-aides or of professionals to sub-professionals, the concensus of the administrators involved in the program as well as the project staff is that the present ratio of 1 to 20 is far below an optimal ratio. Most teachers and virtually all principals would like to have as many teacher-aides as possible and would like to have a full-time aide in every classroom. However, their concensus is that the optimal ratio of teacher-aides might be on the order of 1 to 5 or 1 to 8, instead of the ideal 1 to 1, or the present 1 to 20.

Increases beyond the 1 to 20 ratio should await intensive study of the various tasks to be done by the instructional team and studies of optimal patterns of personnel to be used in carrying out these tasks at greatest efficiency from the budget point of view. It seems highly likely that such study would eventually indicate that the ratio of sub-professionals to professionals might be on the order of 1 to 5 if there is a substantial increase in the per-pupil expenditure rate of the school system. Therefore, it is strongly recommended that the Title I Teacher-Aides program be continued. It has given the school system an invaluable chance to obtain experience with new staffing patterns in the classroom, and seems to have been a significant factor in improving working conditions for teachers.

F. Cost-Benefit Considerations

Since cost-per-pupil figures are available, it is possible to examine the various Title I programs from the point of view of cost effectiveness. This examination must, of course, be highly tentative at this early date in the process of longitudinal study, but it will become increasingly important as pupil performance data become available for larger groups and over longer periods of time.

Even at this early stage, two indications emerge quite clearly. One is that any program making any substantial improvement in pupil performance will probably be worth any price within reason, since so many of the school characteristics or programs, which compete for the school dollar, make so little apparent difference. The other indication is that the programs showing most initial promise vary widely in cost, and there seems to be little correlation between program cost and program effectiveness.

The four most effective winter programs averaged about $235 per pupil, and the five most effective summer programs averaged about $200 per pupil. Considering the need for multiple programs, one might deduce that $400 or $500 per pupil above present outlays of approximately $800 per pupil could keep him in an effective set of programs for the entire year, and could result, over a period of years, in a substantial improvement in his scholastic performance.

G. General Conclusions

The following conclusions seem warranted from this study:

1. It was found to be possible to devise a statistical model with the sensitivity required to detect small changes in evaluated pupil performance associated with individual Title I programs of less than a year's duration. Longitudinal follow-up data appear to be essential for this purpose.

2. This study has established the basis for a continuing system for evaluating the long-range effects of individual Title I programs on a number of important aspects of pupil performance and behavior.

3. The statistical model is suitable for use in evaluating many other future innovations and changes in documentable programs, methods, and procedures in the D.C. schools.

VII. RECOMMENDATIONS FOR FUTURE ACTION

A. The Student Evaluation Form should be continued in use for annual evaluations of each pupil in each target area school. This would provide data for a continuous evaluation process based on longitudinal data. The evaluation system should be extended to cover all pupils in all schools as soon as possible.

B. A permanent record on tape should be maintained of all the major educational experiences of each pupil. A continuous cycle of studies should relate each such experience (being bused to a different school, participation in a special program or innovation, etc.) to the various measures or evaluations of the pupil's performance and attitudes.

C. The results of the evaluation studies should provide a continuous feedback of information on which to base revision of existing programs and for planning new programs.

D. If the evaluation system were extended to the whole school system it would permit evaluation of many basic features of schools, such as class size, overcrowding, use of teacher-aides, team teaching, curriculum innovations, and homogeneity of student bodies.

E. On the basis of the findings of the study it is recommended that the plans for program implementation in the future concentrate more on the most disadvantaged students.

TITLE I PROGRAMS AND SERVICES

Summer 1966

Pre-Kindergarten	Head Start program for pre-school children of culturally deprived families
Primary Summer	To strengthen reading skills of young children reading below grade level
Music Camp (Resident)	To give individual music instruction in camp setting
Resident Camp (YMCA)	To provide educational camping experience for inner-city children
Age 13.7 Reading Program	Remedial reading for Grade 6 students over 13½ years
Hearing Impaired (Kendall)	Summer program for deaf and nearly deaf children
MSD Institute and Demonstration School	To instruct teachers of MSD in innovative teaching methods
Harrison School-Community	Coordinated public & parochial schools summer program for children & parents in poverty area
Severely Mentally Retarded	Summer program to prevent loss of skills of SMR
Physical Fitness	Breakfast and physical education program
Team-Up	Coordinated public and parochial school program of training and enrichment
Teacher-Aide Training (Howard University)	Special training program for teacher-aides
Sharpe Health	Summer workshop for teachers of handicapped children
Pupil Personnel Services	To provide services of specially trained personnel to help identified children
STAY (School to Aid Youth)	Afternoon and evening classes to encourage dropouts to finish high school
Enrichment Summer School	Non-credit enrichment courses for secondary school students
Extended School Day	Non-credit courses in afternoon and evening classes
Webster School for Girls	High school for pregnant school-age girls
Social Adjustment	For children who have been removed from normal classroom because of discipline problems
College Orientation	To strengthen high school students for college work
Gonzaga College Prep	Designed to improve motivation and achievement of junior high boys showing college potential but underachieving
Future for Jimmy	Tutorial and counseling program for students with difficult home experiences

School Year 1966-67

Saturday Pre-School Orientation	To help pre-school child and parent adjust to school situation
Emotionally Disturbed (Episcopal Center)	A therapeutic school program for emotionally disturbed children

Expansion of Language Arts	To teach standard English to children who speak an urban dialect
Breakfast & Phys. Fitness	To provide physical education program and breakfast
Reading Clinic	Diagnostic and remedial reading instruction
Saturday Music Program	Continuation of musical instruction offered in summer music camp
Urban Service Corps	To furnish clothing, glasses, and hearing aids, and funds for transportation
Speech Clinic	Diagnostic and remedial speech therapy
Hearing Clinic	Diagnostic and remedial hearing therapy
Teacher-Aides	Classroom aides for teachers to assist in non-professional duties
Reading Incentive Seminars	To provide paperback books and discussion sessions
MSD Teacher-Aides (TAP)	Classroom aides to assist teachers in non-professional tasks
Pre-School Program	Instructional and day-care program
Extended Day - Double Barrel	Use of college students as counselors to help students adjust to personal problems
Raymond Kindergarten	Experimental program of superior day-care and pre-school experiences
Nongraded Intermediate Sequence	Children placed in achievement level, not grade level
MSD Reading Programs	Sixteen experimental approaches to teaching reading and language
MSD Cultural Enrichment	To expose children to various art forms and artists
MSD English in Every Classroom	To integrate English with other school subjects

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Chapter 1

INTRODUCTION

The public schools of the District of Columbia were allocated $5,456,927 in fiscal year 1966 and $5,472,367 in fiscal year 1967 under Title I, Public Law 89-10, for programs to serve educationally deprived youngsters. The Title I program was designed for two basic categories -- pupil-centered and school-centered. Approximately 24,000 educationally deprived children were involved in the Title I programs or services. The evaluation of these programs was made the responsibility of The George Washington University Education Research Project, including the design, implementation, and completion of the evaluation. The primary objective of the evaluation studies was to obtain estimates of changes in student performance and behavior that were uniquely related to each of the various programs initiated under Title I.

In evaluating the Title I programs, answers were sought to the following questions:

a. Are the children better off because of the expenditure of Title I funds?

b. Which programs appear to be most effective in terms of measurable pupil gains?

c. What combination of programs and services shows promise of obtaining the most student gain per dollar of Title I funds?

The evaluation has been based upon evidence of progress of the educationally deprived students participating in the programs. Progress has been measured not only against standards of national educational norms but also on the basis of the previous performance of these students compared with their progress under the new programs and against selected control groups and local norms. Non-academic factors related to conduct, attendance, and attitude have been considered in the evaluations.

In evaluating the effectiveness of any educational program it is essential to realize that pupil performance in low-income schools is heavily influenced by what may be called the resistance factors. These factors are largely reflections of the extent to which the pupil's home environment has acted and is acting to support his school activities and to stimulate his intellectual development.

Figure 1-1 illustrates the interaction between school programs and the resistance factors of the home and neighborhood. "Resistance factor" is used in the engineering sense and means all of the environmental forces for which the schools are trying to compensate.

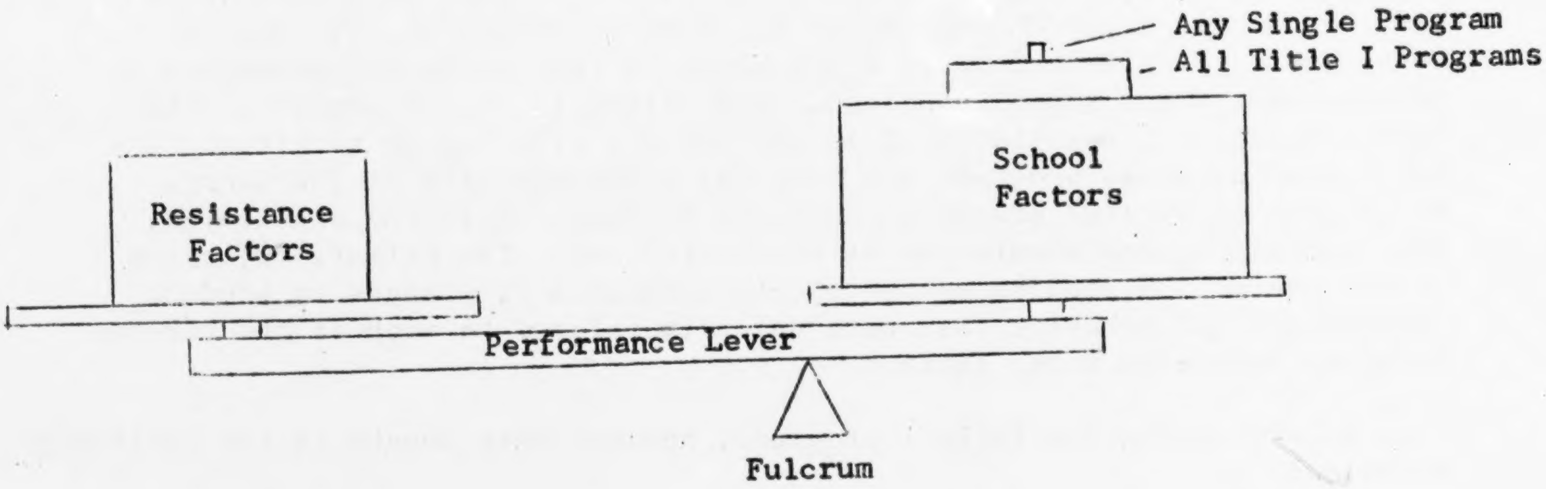

Fig. 1-1. Model Showing Relationship Between Resistance Factors and School Factors.

The most important thing to understand about compensatory education for culturally disadvantaged pupils is that the schools are pushing on the short arm of the lever. This explains why large amounts of additional money and effort usually cause relatively small increases in pupil performance. It also suggests that we will probably never balance the performance lever by pushing on the academic end only. Balance will be achieved only by decreasing the resistance factors by means of maximizing the interaction between the school and family and by educating parents in child development. This, of course, can be and is beginning to be attempted by Title I and other new programs in the District of Columbia schools.

Another implication from Figure 1-1 is that the short-term changes in pupil performance caused by all the Title I programs together are likely to be small and changes due to any single program are likely to be just barely detectable if at all. This means that the only hope of detecting such small short-term changes lies in being able to measure and control the resistance factors with very considerable precision. This can be done only by collecting extensive information on each student involved and interrelating it all in a statistical model which considers the numerical relationships between all the aspects of student performance, his out-of-school environment, and all of the various school programs to which he has been exposed. Such a statistical model is required for each of the many desired student performance and achievement outcomes.

The model consists of sets of mathematical equations of the relationship between each of the major kinds of achievement or behavior and all of the important factors related to it in the District of Columbia. From the equations in the model can be predicted the most probable performance of a student in any given new program. If the program has no effect on the student performance, the student will perform as predicted. If a new program tends to cause favorable changes in performance, then the students in it will do better than predicted.

As a by-product of the development of the statistical model, local norms were obtained for performance to be expected of students with the same combinations of family and other background factors for various levels of academic aptitude. This makes it possible to compare schools or programs whose students differ in basic background and family characteristics.

Assessing the short-term effect of a single Title I program is much like listening for a whisper in a boiler factory, but it is not impossible. To do it successfully requires longitudinal follow-up studies with large numbers of cases and quantitative control of the many resistance factors and many school factors involved in the performance of the pupils. This was realized at the beginning of the D.C. Schools' Title I programs and very extensive base-line data were collected in April and May 1966. At that time, extensive data were collected on 38,000 students in the original target-area schools. Each teacher rated each of her pupils on a number of aspects of his performance and attitudes. Among other things, these student evaluations covered alienation from school and society, school performance, emotional problems, school motivation, and aggressiveness.

From achievement tests routinely administered in the schools' regular testing program were obtained measures of basic literacy, reading comprehension, and mathematics. On selected subsamples, measures were obtained of a number of other aptitudes, attitudes, and achievement. From all of the above measures, it was possible to establish predictive norms for most important aspects of student attitudes and behavior before the students had participated in the Title I programs.

The basic statistical relationships among these data were determined and these form a statistical model of the D.C. School System. From this statistical model it is possible to predict the performance of individual students or groups of students and compare the predicted performance with the performance later found to occur after participation in various combinations of Title I programs.

The difference between predicted and obtained performance gives an estimate of the extent to which participation in a given program has changed student performance. Since students participate in many combinations of programs, each student's pattern of program participation is considered in estimating his performance.

When follow-up studies provide additional data on student program participation and student performance, these data, in turn, are incorporated into the statistical model. In May 1967, the teachers in the target-area schools again evaluated each of their students and additional test data were obtained. For 5,488 of the students, additional evaluations in depth were obtained from the Pupil Personnel Teams who had worked with them to help solve their problems.

By the end of fiscal year 1967, data were available for evaluating the Summer 1966 Title I programs and the fiscal year 1967 programs. Analysis of these data has been accomplished and forms the basis for the evaluation reported herein.

The statistical model has laid the groundwork for evaluting the long-range effects of the Title I programs and is also suitable for use in evaluating any other new programs or innovations in the D.C. School System. The model has been used to evaluate the various special programs in the Model School Division. This has been reported in a separate report.

Chapter 2

DEVELOPMENT OF A STATISTICAL MODEL FOR THE EVALUATION OF TITLE I PROGRAMS IN THE DISTRICT OF COLUMBIA SCHOOL SYSTEM

Because each student was exposed to a number of important out-of-school influences as well as to a number of in-school influences and programs, it was essential that a statistical model be prepared which represents the interrelationships of student performance and the many important factors that influence behavior. Such a model was required for each of the many desired student performance and achievement outcomes. The model consisted of sets of mathematical equations of the relationship between each major kind of achievement or behavior and all of the important factors related to it in the District of Columbia. From the equations in the model was predicted the most probable performance of the students in any given program. If the program had no effect on the student performance, the students would have performed as predicted. If a new program tended to cause favorable changes in performance, then the students in it would do better than predicted.

As a by-product of the development of the statistical model, local norms were obtained for performance to be expected of students with the same combinations of family and other background factors for various levels of academic aptitude. This made it possible to compare schools or programs whose students differed in basic background and family characteristics.

The statistical model approach was used to evaluate several D.C. School programs before 1966. It was possible by this sort of approach to evaluate the Ford Foundation-sponsored Language Arts program in the D.C. Schools (Dailey and Neyman, 1965) and find that it caused desirable changes in the students participating in it. With this approach, as illustrated in the report on evaluating special D.C. School programs with regard to their effect on delinquency (Dailey, 1966), it was found that some of the anti-delinquency programs appeared to be more effective in preventing delinquency than did others.

Studies have also been made to evaluate the effectiveness of certain aspects of the regular school programs. It was found that success of a school in terms of reading or school performance was proportional to the types of families it served almost regardless of such factors as school size, age of the building, per-pupil expenditure, overcrowding, or class size.

It was found that a very good method of estimating the resistance factors (see Chapter 1 of this report) for a given elementary school was to relate each school to the median income and educational level of the population in the census tract in which the school was located. It was found (Dailey, 1966) that these two measures were very highly related to average student achievement in the various schools and this was true even though there were sometimes two or more elementary schools in a census tract. If these two census variables were used for control, it was of no statistical value to use the ethnic composition of the neighborhood. Predominantly Negro neighborhoods with high income and educational levels tended to have high achievement levels in their schools.

During the process of selecting the Title I target area schools, the rank order of each of 131 elementary schools was determined for (1) median income based on 1960 Census (corrected), (2) mean reading scores for grades 4 and 6 for each individual school -- school year 1965-66, and (3) median years of school completed by adults in tracts served by individual schools based on 1960 Census. These rank orders were weighted in a ratio of 4 to 2 to 1, respectively, and a new rank order determined.

In order to make a correction for incomes of families of children in public housing, a survey was conducted to determine the number of children living in public housing. From data supplied by the National Capital Housing Authority, the median income for residents of public housing in the District of Columbia was $2769. If 30% of the children in a particular school lived in public housing, then the income figure was derived by combining 30% of $2769 with 70% of the median income figure for the school census tracts served by the school.*

Tables 2-1 and 2-2 show these data for each of the schools together with reading data from other years.

Figure 2-1 shows a graph of average Fall 1966 STEP reading scores for grades 4 and 6 with the schools in rank order on the composite of income, education, and reading. In this figure, for each school, the several schools nearest to it in rank order form a control group for seeing how well the school is doing in reading. It can be seen at a glance whether each school has children who read better or worse than would be expected from their rank in resistance factors. Any other performance or attitude measure can be similarly graphed. The over- and under-performance can then be related to the pattern of programs in the school.

It should be cautioned, however, not to base judgments on a single grade for a single year. Also, a few schools are not representative of their neighborhood and may for various reasons represent

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* See page 3-4 for more detail on the selection of target schools.

TABLE 2-1

District of Columbia Elementary Schools in Rank Order on a Composite of Income, Reading, and Educational Level Information*

Composite Rank Order	Median Family Income	Adjusted Median Family Income	STEP Reading Test Grade 4	Stanford Reading Test Grade 6	Median Years of School Completed
1	$3201	$3186	233.5	5.02	7.3
2	3371	3364	233.0	4.47	7.45
3	3201	3201	239.8	4.71	7.3
4	3441	2784	237.0	5.26	9.7
5	2941	2826	239.1	5.58	8.57
6	3527	3527	238.2	5.00	8.0
7	3201	3201	238.4	5.63	7.3
8	4125	3321	241.3	4.86	9.18
9	3937	2894	239.6	5.11	10.90
10	3837	3837	238.0	5.13	8.56
11	4372	3473	237.9	5.64	8.46
12.5	3565	3565	241.8	5.30	8.08
12.5	4553	3358	241.9	5.52	8.37
14	5214	2989	239.8	4.93	12.20
15	3605	3605	238.3	5.31	9.34
16	2998	2788	244.7		8.70
17	3937	3006	241.8	5.34	10.90
18	4728	4454	239.4	4.78	8.32
19	3209	3209	238.6	5.31	9.28
20	3837	3837	238.0	5.68	8.56
21	4599	4599	238.8	4.77	8.68
22	3656	3656	248.5	4.66	8.16
23	4874	3097	249.3	5.09	10.03
24	4654	4654	236.0	4.97	8.63
25	4322	3514	244.9	5.06	10.10
26	3430	2999	243.1	5.92	10.30
27	4954	3959	236.5	5.03	10.92
28	4172	4172	243.6	4.66	9.17
29	4615	4615	242.0	4.83	8.67
30	4358	4358	242.0	5.24	8.60
31	4757	3928	240.5	5.47	10.18
32.5	4097	4097	238.7	5.55	9.83
32.5	4621	4621	239.7	5.20	8.80
34	4322	3865	243.2	5.25	10.10
35		3837		5.68	8.56
36	4531	3645	244.4	5.37	10.16
37	4697	4697	239.4	5.31	8.70
38	5044	3986	242.5	5.05	11.22

* Income - based upon median income for school census tract, 1960 Census.
Reading - Grade 4 based upon converted score for STEP reading test.
Grade 6 based upon median grade level of Stanford Achievement reading test.
Educational level - based upon median grade level completed for school census tract, 1960 Census.

TABLE 2-1 - Continued (2)

Composite Rank Order	Median Family Income	Adjusted Median Family Income	STEP Reading Test Grade 4	Stanford Reading Test Grade 6	Median Years of School Completed
39	$3945	$3622	242.9	5.72	10.70
40	4705	4705	244.5	4.77	8.63
41	5348	4015	245.6	5.11	10.20
42	4578	4578	242.4	5.63	9.80
43	3936	3936	244.3	7.20	8.62
44	4348	4192	241.7	6.31	9.70
45		4818	239.5		8.75
46	4718	4718	241.1	5.38	9.80
47	4728	4728	245.0	4.92	8.70
48	4718	4718	240.1	5.50	9.80
49	3992	3415	245.6	7.37	10.80
50	4906	4906	239.0	5.01	9.40
51	4788	4788	242.6	5.32	8.88
52	4281	4281	244.0	6.38	10.02
53.5	4907	4907	238.0	5.56	8.80
53.5	4775	4775	241.6	4.90	11.60
55	4896	4868	243.6	4.86	9.10
56	4670	4670	246.3	5.84	8.72
57	4694	4694	249.0	5.61	8.60
58	4783	4717	245.1	5.83	8.90
59	4831	4815	242.5	5.21	10.43
60	4958	4634	243.6	6.37	10.30
61	4773	4773	242.6	5.79	10.15
62	4992	4992	242.6	5.22	9.70
63	5024	5017	241.2	5.19	10.32
64	5173	5173	241.5	5.01	9.40
65	4853	4853	242.7	5.64	10.03
66	5319	4725	244.5	5.59	11.38
67	5049	5049	246.1	5.11	9.24
68	5685	4694	247.0	5.63	11.70
69	5150	5131	241.4	5.53	10.00
70	5233	4841	243.0	5.35	12.14
71	4783	4783	245.8	6.49	7.64
72.5	5348	5348	239.4	5.59	10.20
72.5	4813	4813	249.1	6.01	9.30
74	5129	5129	243.4	5.49	10.58
75.5	4980	4980	243.9	5.01	13.03
75.5	4944	4757	248.4	6.06	10.70
77	5173	5173	241.9	5.91	9.40
78	5681	4784	247.1	5.79	10.74
79	7119	4940	244.0	5.71	11.24
80	5376	5087	245.4	5.37	10.94
81	5274	5274	242.7	5.92	10.30
82	5691	5691	241.7	5.40	12.11
83	5514	5514	245.0	5.34	10.74

TABLE 2-1 - Continued (3)

Composite Rank Order	Median Family Income	Adjusted Median Family Income	STEP Reading Test Grade 4	Stanford Reading Test Grade 6	Median Years of School Completed
84	$5955	$5165	245.3	5.35	11.67
85	5376	5141	247.0	5.61	10.94
86	5217	5151	238.7	4.79	12.45
87	6287	6287	243.2	5.40	10.46
88	6129	5726	244.1	6.44	12.02
89	5328	5328	245.5	6.08	10.57
90	5876	5876	246.8	5.51	10.60
91	6039	6039	240.4	5.67	12.45
92	5818	5818	245.8	5.60	11.12
93	6690	6690	243.0	4.77	12.60
94	6057	6057	244.5	5.82	10.92
95	6513	6513	245.8	5.35	11.63
96	6616	6616	246.3	5.51	10.74
97	6400	6400	249.0	6.00	9.80
98	5819	5819	249.0	5.78	11.76
99	5709	5709	244.0	6.22	10.78
100	7173	7173	239.5	6.08	12.24
101	5921	5921	250.0	6.10	11.00
102	6615	6615	245.8	5.95	11.38
103	7187	7187	244.1	6.45	10.70
104	6465	6465	244.4	7.46	12.20
105	6673	6673	246.4	6.07	11.64
106	7052	7052	243.2	6.09	12.40
107	6597	6597	246.7	6.58	11.50
108	8049	8049	242.3	6.41	12.24
109	6886	6886	249.2	5.99	11.79
110	7596	7596	247.7	6.06	11.98
111	7802	7802	250.9	5.72	12.31
112	8117	8117	248.5	5.79	12.53
113	8040	8040	247.8	6.32	12.30
114	7379	7379	251.1	6.49	12.30
115	7876	7876	250.8	5.90	13.51
116	8335	8335	248.9	6.37	12.33
117	8192	8192	252.8	6.53	12.30
118	10640	10640	258.0	7.29	13.23
119	8762	8762	268.1	8.31	12.90
120	9940	9940	262.4	7.72	15.53
121	11024	11024	264.3	7.95	13.44
122	11438	11438	271.2	8.88	12.28
123	11465	11465	264.0	8.24	13.20
124	11384	11384	266.0	7.85	14.90
125	12600	12600	262.6	8.34	14.01
126	13173	13173	260.7	8.18	12.60
127	14752	14752	256.0	6.98	13.40
128	11547	11547	271.0	8.58	13.44
129	13756	13756	258.0	7.99	14.50
130	13172	13172	264.0	8.58	14.38
131	14218	14218	272.6	8.38	14.32

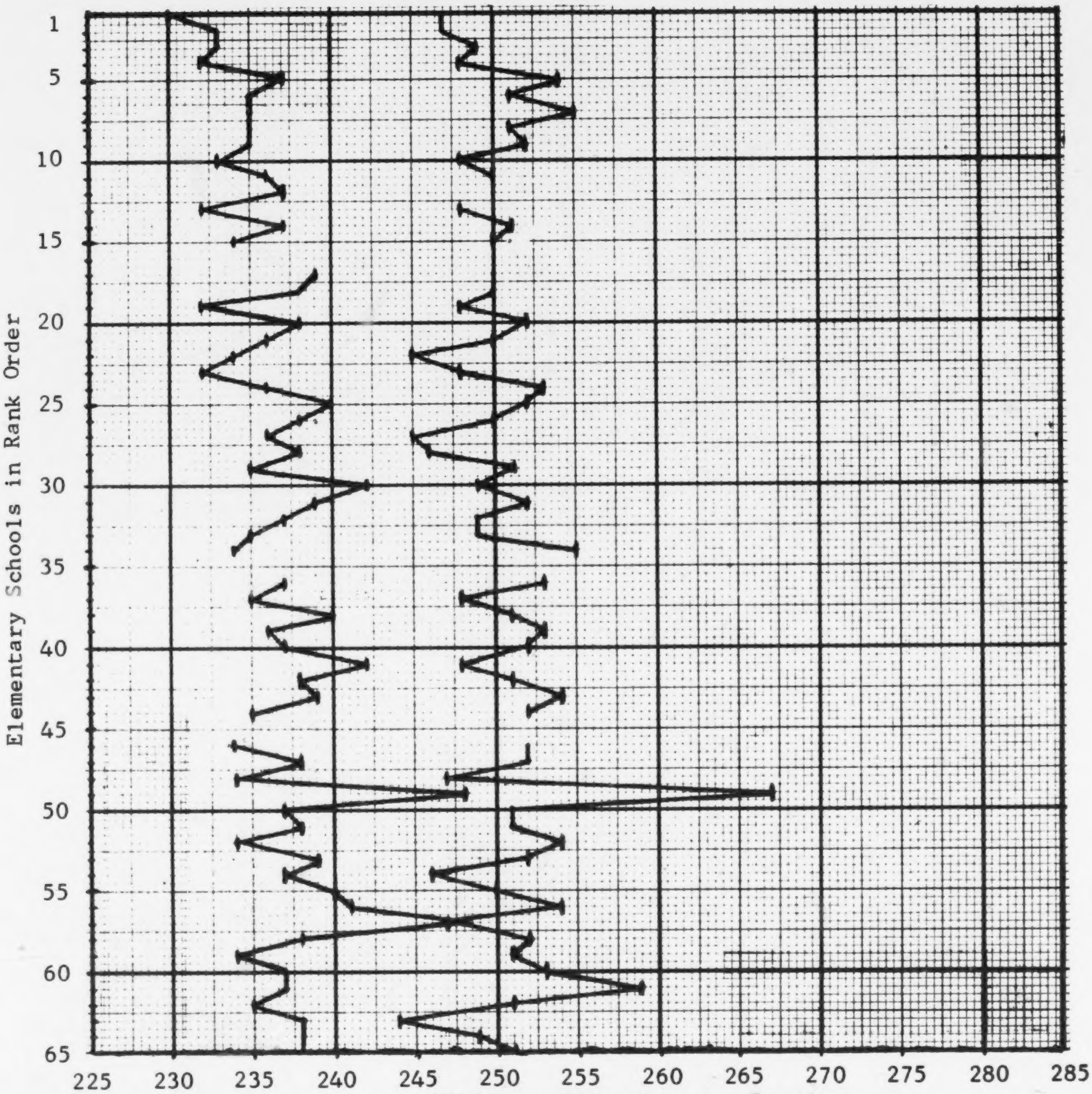

Figure 2-1. (part 1) Plot of Median STEP Converted Scores in Reading for the Fourth and Sixth Grades of D.C. Public Elementary Schools Arranged in Rank Order According to Title I Status Factors (Sch.Yr. 1966-67).

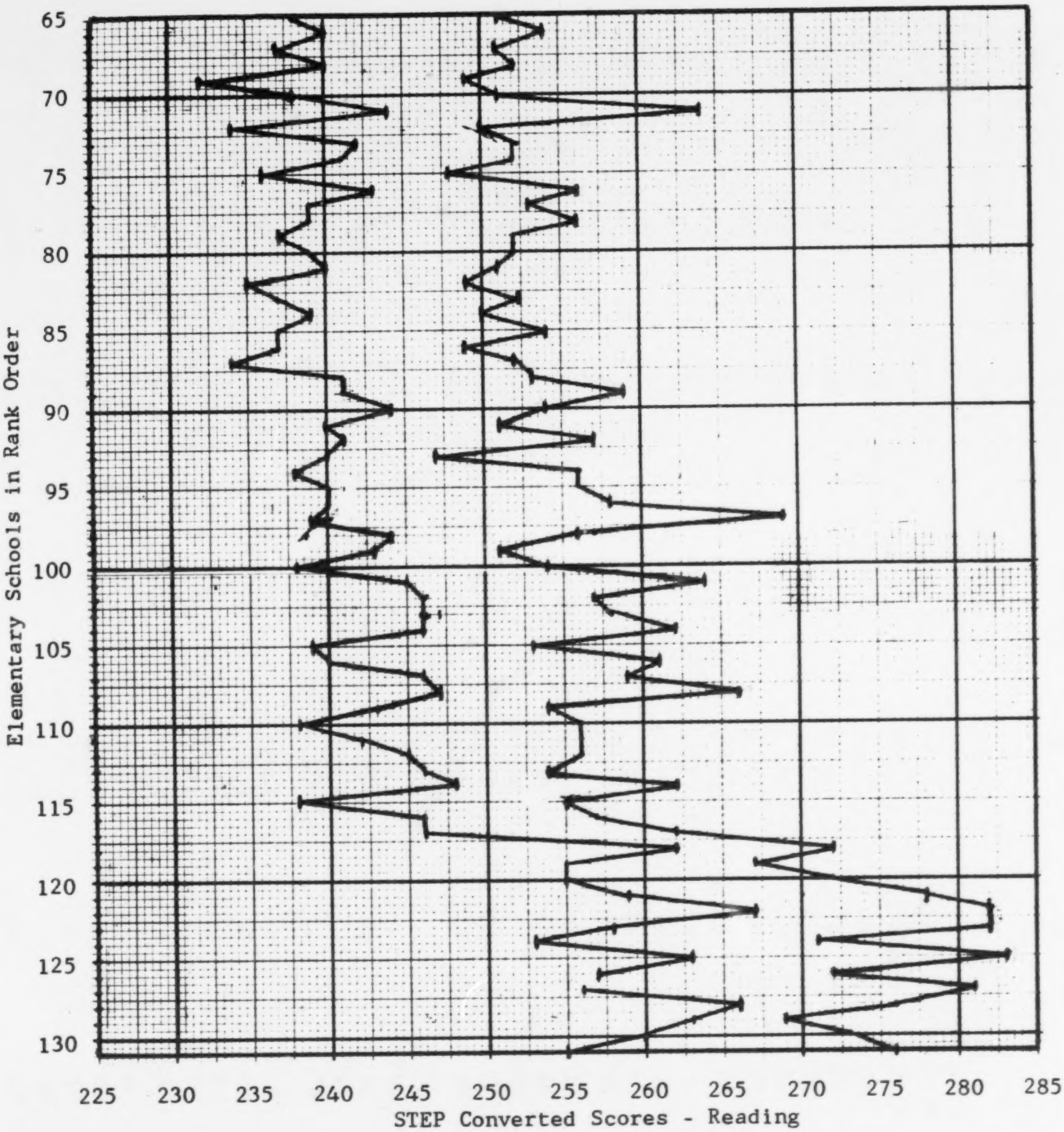

Figure 2-1. (part 2) Plot of Median STEP Converted Scores in Reading for the Fourth and Sixth Grades of D.C. Public Elementary Schools Arranged in Rank Order According to Title I Status Factors (Sch.Yr.1966-67).

TABLE 2-2

IQ and Reading Scores for Elementary Schools Ranked According to Title I Status Factors

Status Rank	Otis IQ Grade 4 1964-65	Otis IQ Grade 6 1964-65	STEP Reading Grade 4 3/1966	Stanford Achievement Reading Gr.6, 3/1966	STEP Reading Grade 4 11/1966	STEP Reading Grade 6 10/1966	Metropolitan Achievement Reading Gr.2, 4/1967
1	83	84	233.5	5.02	230	247	-
2	88	82	233.0	4.47	233	247	-
3	87	90	239.8	4.71	233	249	-
4	82	91	237.0	5.26	232	248	-
5	90	94	239.1	5.58	237	254	-
6	83	90	238.2	5.00	235	251	19.17
7	-	93	238.4	5.63	235	255	15.40
8	85	87	241.3	4.86	235	251	19.33
9	89	93	239.6	5.11	235	252	19.30
10	87	91	238.0	5.13	233	248	14.75
11	85	90	237.9	5.64	236	250	19.83
12.5	85	93	241.8	5.30	237	-	18.80
12.5	85	97	241.9	5.52	232	248	27.14
14	88	88	239.8	4.93	237	251	26.80
15	88	93	238.3	5.31	234	250	16.86
16	-	-	244.7	-	-	-	-
17	87	91	241.8	5.34	239	250	27.00
18	87	88	239.4	4.78	238	250	35.60
19	87	91	238.6	5.31	232	248	18.50
20	87	92	238.0	5.68	238	252	-
21	87	88	238.8	4.77	236	250	18.83
22	89	90	248.5	4.66	234	245	15.71
23	88	92	249.3	5.09	232	248	20.80
24	90	91	236.0	4.97	236	253	17.00
25	89	93	244.9	5.06	240	252	25.33
26	90	93	243.1	5.92	238	250	21.58
27	90	86	236.5	5.03	236	245	30.33
28	87	86	243.6	4.66	238	246	20.50
29	90	97	242.0	4.83	235	251	24.00
30	91	92	242.0	5.24	242	249	25.50

TABLE 2-2 (Continued - 2)

IQ and Reading Scores for Elementary Schools Ranked According to Title I Status Factors

Status Rank	Otis IQ Grade 4 1964-65	Otis IQ Grade 6 1964-65	STEP Reading Grade 4 3/1966	Stanford Achievement Reading Gr.6, 3/1966	STEP Reading Grade 4 11/1966	STEP Reading Grade 6 10/1966	Metropolitan Achievement Reading Gr.2, 4/1967
31	90	90	240.5	5.47	239	252	22.80
32.5	83	88	238.7	5.55	237	249	19.50
32.5	89	91	239.7	5.20	236	249	19.67
34	96	90	243.2	5.25	234	255	17.00
35	-	-	-	5.68	-	-	15.71
36	92	97	244.4	5.37	237	253	24.33
37	83	90	239.4	5.31	235	248	14.50
38	90	96	242.5	5.05	240	251	25.40
39	91	92	242.9	5.72	236	253	18.50
40	87	87	244.5	4.77	237	252	20.31
41	89	91	245.6	5.11	242	248	20.57
42	90	97	242.4	5.63	238	251	20.75
43	92	107	244.3	7.20	239	254	26.88
44	88	91	241.7	6.31	235	252	22.22
45	91	-	239.5	-	-	-	17.80
46	90	91	241.1	5.38	234	252	19.25
47	92	92	245.0	4.92	238	252	18.67
48	88	97	240.1	5.50	234	247	15.00
49	103	108	245.6	7.37	248	267	-
50	85	89	239.0	5.01	237	251	17.00
51	88	97	242.6	5.32	238	251	26.00
52	88	98	244.0	6.38	234	254	30.00
53.5	87	90	238.0	5.56	239	252	23.30
53.5	89	88	241.6	4.90	237	246	19.50
55	-	94	243.6	4.86	240	250	26.83

TABLE 2-2 (Continued - 3)

IQ and Reading Scores for Elementary Schools
Ranked According to Title I Status Factors

Status Rank	Otis IQ Grade 4 1964-65	Otis IQ Grade 6 1964-65	STEP Reading Grade 4 3/1966	Stanford Achievement Reading Gr.6, 3/1966	STEP Reading Grade 4 11/1966	STEP Reading Grade 6 10/1966	Metropolitan Achievement Reading Gr.2, 4/1967
56	96	91	246.3	5.84	241	254	23.88
57	87	93	249.0	5.61	248	247	18.00
58	91	93	245.1	5.83	238	252	29.00
59	88	90	242.5	5.21	234	251	20.92
60	94	101	243.6	6.37	237	253	27.75
61	92	93	242.6	5.79	237	259	27.75
62	88	100	242.6	5.22	235	251	21.25
63	92	96	241.2	5.19	238	244	21.00
64	89	93	241.5	5.01	238	249	22.83
65	89	92	242.7	5.64	238	251	29.30
66	89	91	244.5	5.59	240	254	27.67
67	90	92	246.1	5.11	237	251	24.50
68	89	93	247.0	5.63	240	252	30.75
69	95	94	241.4	5.53	232	249	20.75
70	-	-	243.0	5.35	238	251	24.57
71	100	108	245.8	6.49	244	264	27.50
72.5	87	87	239.4	5.59	234	250	22.17
72.5	89	97	249.1	6.01	242	252	33.88
74	90	92	243.4	5.49	241	252	22.00
75.5	90	91	243.9	5.01	236	248	20.25
75.5	96	95	248.4	6.06	243	256	-
77	89	101	241.9	5.91	239	253	24.33
78	89	93	247.1	5.79	239	256	26.50
79	96	94	244.0	5.71	237	252	26.50
80	89	91	245.4	5.37	239	252	29.13

TABLE 2-2 (Continued - 4)

IQ and Reading Scores for Elementary Schools Ranked According to Title I Status Factors

Status Rank	Otis IQ Grade 4 1964-65	Otis IQ Grade 6 1964-65	STEP Reading Grade 4 3/1966	Stanford Achievement Reading Gr.6, 3/1966	STEP Reading Grade 4 11/1966	STEP Reading Grade 6 10/1966	Metropolitan Achievement Reading Gr.2, 4/1967
81	87	93	242.7	5.92	240	251	25.50
82	88	92	241.7	5.40	235	249	25.50
83	88	90	245.0	5.34	237	252	12.67
84	97	96	245.3	5.35	239	250	28.17
85	96	95	247.0	5.61	237	254	23.50
86	89	89	238.7	4.79	237	249	31.25
87	91	91	243.2	5.40	234	252	20.40
88	89	94	244.1	6.44	241	253	-
89	91	97	245.5	6.08	241	259	24.00
90	90	98	246.8	5.51	244	254	28.75
91	91	91	240.4	5.67	240	251	20.00
92	96	100	245.8	5.60	241	257	27.50
93	90	89	243.0	4.77	240	247	-
94	88	94	244.5	5.82	238	256	34.50
95	92	95	245.8	5.35	240	256	20.92
96	96	95	246.3	5.51	240	258	29.88
97	100	100	249.0	6.00	239	269	24.83
98	92	96	249.0	5.78	244	256	27.25
99	94	94	244.0	6.22	243	251	37.00
100	91	95	239.5	6.08	238	254	22.50
101	95	93	250.0	6.10	245	264	31.90
102	92	99	245.8	5.95	246	257	35.50
103	94	102	244.1	6.45	246	258	35.00
104	100	106	244.4	7.46	246	262	-
105	92	92	246.4	6.07	239	253	31.17

TABLE 2-2 (Continued - 5)

IQ and Reading Scores for Elementary Schools Ranked According to Title I Status Factors

Status Rank	Otis IQ Grade 4 1964-65	Otis IQ Grade 6 1964-65	STEP Reading Grade 4 3/1966	Stanford Achievement Reading Gr.6, 3/1966	STEP Reading Grade 4 11/1966	STEP Reading Grade 6 10/1966	Metropolitan Achievement Reading Gr.2, 4/1967
106	95	100	243.2	6.09	240	261	34.17
107	97	98	246.7	6.58	246	259	25.00
108	97	102	242.3	6.41	247	266	36.64
109	90	100	249.2	5.99	243	254	23.33
110	92	96	247.7	6.06	238	256	27.25
111	100	98	250.9	5.72	242	256	35.40
112	92	95	248.5	5.79	245	256	34.50
113	92	103	247.8	6.32	246	254	32.25
114	97	102	251.1	6.49	248	262	34.75
115	87	94	250.8	5.90	238	255	37.50
116	96	102	248.9	6.37	246	257	31.88
117	94	98	252.8	6.53	246	262	38.88
118	105	108	258.0	7.29	262	272	40.00
119	113	106	268.1	8.31	255	267	38.50
120	104	108	262.4	7.72	255	272	38.00
121	112	111	264.3	7.95	259	278	42.00
122	116	119	271.2	8.88	266	282	45.50
123	109	118	264.0	8.24	258	282	42.63
124	100	105	266.0	7.85	253	271	38.00
125	116	118	262.6	8.34	263	283	43.25
126	107	113	260.7	8.18	257	272	44.21
127	107	112	256.0	6.98	256	281	41.10
128	107	108	271.0	8.58	266	276	43.70
129	108	107	258.0	7.99	263	269	46.00
130	107	121	264.0	8.58	260	273	43.00
131	107	115	272.6	8.38	255	276	38.80

a positively or negatively selected sample of their census tract, especially when there are several schools in the tract. However, there are few such cases and the special circumstances have become known and are being allowed for.

One particularly good way of evaluating a program is to evaluate the elementary school or schools in which the program has been concentrated. Many of the various kinds of special programs and innovations in the D.C. schools have been concentrated in specific grade groups in one or more elementary schools. Many more in the future are likely to be of this nature.

There are several advantages to studying entire grade groups in specific elementary schools. First among these are the abundant data available on the past performance of the students in each school. Achievement test averages are available for several years back. The biggest advantage, however, is that an entire grade group at an elementary school is not distorted by the indirect selection that occurs when a special program draws its students from a large number of schools. As can be seen in Figure 6-1 in Chapter 6 of this report, the students in Title I programs differ widely in their levels of classroom performance. A given program may attract only the lowest or the highest performing students. This makes it extremely difficult to develop satisfactory control procedures and the students really must be their own "controls" with pre- and post-evaluations. It would greatly facilitate program evaluation if programs were centered on entire grade groups in one or more elementary schools as many have been in the past.

The basic method of evaluating a grade group in an elementary school is to compare its performance level on some evaluation measure with those of similar schools that rank at about the same level on the status factor composite. Table 2-2 shows the elementary schools in status rank order with past records on several I.Q. and reading tests. Other measures such as teacher evaluations could be treated similarly.

One of the simplest ways to predict the performance level of a school is to obtain the unweighted average of the performance levels of the three schools just below it in status rank and the three just above it. This has been done in Table 2-3 for the tests from Table 2-2. This table shows for each school the extent to which it over- or under-performs on each of the tests. One can also see how this varied from one year to the next and how it related to the I.Q. level in 1964-65. This can then be related to its distinctive pattern of programs when it has such a distinctive pattern as many schools do.

This method has been used to evaluate such programs as ungraded primary (1965-66), 16 different reading programs (1966-67), and several Model School Division programs in both 1965-66 and 1966-67. It is available for use in evaluation of any future innovations that concentrate on grade groups in specific elementary schools. It is strongly recommended that future innovations or experimental demonstrations be carried out in complete blocks of grade groups in specific schools when it is reasonable to do so. This would minimize the indirect selection problem and would greatly facilitate the evaluation of the new developments.

TABLE 2-3

Obtained Mean Reading Scores for D.C. Elementary Schools
Compared with Scores Expected from Average of Six Schools Most Similar in Status Rank

Status Rank	Grade 4 STEP READING March 1966 Obtained	Grade 4 STEP READING March 1966 Expected	Grade 4 STEP READING November 1966 Obtained	Grade 4 STEP READING November 1966 Expected	Grade 6 STANFORD ACH. READING March 1966 Obtained	Grade 6 STANFORD ACH. READING March 1966 Expected	Grade 6 STEP READING October 1966 Obtained	Grade 6 STEP READING October 1966 Expected	Grade 2 METROPOLITAN ACH. READING April 1967 Obtained	Grade 2 METROPOLITAN ACH. READING April 1967 Expected
1	233.5	236.6	230	232.7	5.02	4.81	247	248.0	-	
2	233.0	237.4	233	233.0	4.47	5.14	247	249.5	-	
3	239.8	236.2	233	233.4	4.71	5.07	249	249.4	-	
4	237.0	237.0	232	233.8	5.26	5.07	248	250.5	-	
5	239.1	238.0	237	233.8	5.58	4.99	254	250.2	-	
6	238.2	239.2	235	234.5	5.00	5.19	251	251.5	19.17	18.01
7	238.4	238.9	235	234.5	5.63	5.16	255	250.7	15.40	18.14
8	241.3	238.5	235	235.2	4.86	5.35	251	251.7	19.33	17.69
9	239.6	239.3	235	235.2	5.11	5.26	252	251.0	19.30	16.38
10	238.0	240.2	233	235.0	5.13	5.34	248	251.2	14.75	19.97
11	237.9	240.4	236	234.8	5.64	5.14	250	251.2	19.83	21.02
12.5	241.8	239.3	237	234.5	5.30	5.27	-		18.80	19.11
12.5	241.9	240.1	232	235.4	5.52	5.26	248	249.8	27.14	19.41
14	239.8	241.1	237	235.6	4.93	5.42	251	249.5	26.80	21.93
15	238.3	241.6	234	236.6	5.31	5.17	250	249.8	16.86	27.07
16	244.7	240.0	-		-		-		-	
17	241.8	239.8	239	235.8	5.34	5.20	250	250.2	27.00	24.44
18	239.4	240.0	238	235.8	4.78	5.28	250	250.0	35.60	20.30
19	238.6	241.9	232	237.0	5.31	5.05	248	249.5	18.50	24.29
20	238.0	242.7	238	235.2	5.68	5.00	252	248.5	-	
21	238.8	241.6	236	235.0	4.77	5.08	250	249.3	18.83	21.52
22	248.5	240.9	234	235.7	4.66	5.15	245	250.5	15.71	20.09
23	249.3	241.6	232	237.0	5.09	5.18	248	250.3	20.80	19.69
24	236.0	243.5	236	236.0	4.97	5.09	253	248.3	17.00	22.10
25	244.9	242.8	240	235.7	5.06	5.06	252	247.8	25.33	20.99

TABLE 2-3 (Continued - 2)

Status Rank	Grade 4 STEP READING March 1966 Obtained	Expected	November 1966 Obtained	Expected	Grade 6 STANFORD ACH. READING March 1966 Obtained	Expected	Grade 6 STEP READING October 1966 Obtained	Expected	Grade 2 METROPOLITAN ACH. READING April 1967 Obtained	Expected
26	243.1	242.1	238	236.2	5.92	4.94	250	249.2	21.58	22.99
27	236.5	241.9	236	238.2	5.03	5.11	245	250.2	30.33	22.32
28	243.6	241.5	238	238.3	4.66	5.26	246	249.8	20.50	24.92
29	242.0	240.7	235	238.0	4.83	5.31	251	248.5	24.00	23.37
30	242.0	240.2	242	236.8	5.24	5.12	249	248.7	25.50	22.80
31	240.5	241.5	239	237.0	5.47	5.12	252	249.8	22.80	20.03
32.5	238.7	241.5	237	237.2	5.55	5.28	249	251.2	19.50	20.78
32.5	239.7	241.8	236	237.8	5.20	5.43	249	251.6	19.67	20.81
34	243.2	240.5	234	237.0	5.25	5.43	255	250.2	17.00	19.42
35	-		-		5.68	5.29	-		15.71	20.07
36	244.4	241.5	237	236.2	5.37	5.37	253	251.2	24.33	18.46
37	239.4	243.5	235	236.8	5.31	5.31	248	252.8	14.50	20.21
38	242.5	243.4	240	237.4	5.05	5.33	251	250.8	25.40	18.97
39	242.9	243.1	236	238.2	5.72	5.21	253	250.5	18.50	20.98
40	244.5	242.9	237	238.3	4.77	5.67	252	250.8	20.31	21.10
41	245.6	243.1	242	237.5	5.11	5.78	248	252.2	20.57	22.34
42	242.4	243.1	238	237.8	5.63	5.82	251	251.8	20.75	21.05
43	244.3	242.5	239	237.2	7.20	5.44	254	251.0	26.88	20.15
44	241.7	243.0	235	238.2	6.31	5.65	252	251.4	22.22	20.65
45	239.5	242.4	-		-		-		17.80	20.46
46	241.1	242.7	234	238.8	5.38	6.11	252	254.4	19.25	20.11
47	245.0	241.2	238	237.6	4.92	5.91	252	253.8	18.67	18.25
48	240.1	242.1	234	239.0	5.50	5.60	247	254.6	15.00	19.74
49	245.6	242.0	248	235.8	7.37	5.42	267	251.2	-	
50	239.0	242.6	237	238.5	5.01	5.84	251	253.8	17.00	22.59

TABLE 2-3 (Continued - 3)

	Grade 4 STEP READING				Grade 6 STANFORD ACH. READING		Grade 6 STEP READING		Grade 2 METROPOLITAN ACH. READING	
	March 1966		November 1966		March 1966		October 1966		April 1967	
Status Rank	Obtained	Expected	Obtained	Expected	Obtained	Expected	Obtained	Expected	Obtained	Expected
51	242.6	241.4	238	238.2	5.32	5.79	251	252.8	26.00	20.96
52	244.0	241.7	234	239.8	6.38	5.50	254	252.8	30.00	22.53
53.5	238.0	242.9	239	237.8	5.56	5.39	252	251.0	23.30	23.87
53.5	241.6	243.9	237	240.0	4.90	5.60	246	251.3	19.50	24.67
55	243.6	244.0	240	239.5	4.86	5.69	250	250.8	26.83	23.95
56	246.3	243.3	241	239.3	5.84	5.33	254	249.7	23.88	22.93
57	249.0	243.8	248	237.8	5.61	5.50	247	251.0	18.00	24.65
58	245.1	244.6	238	239.5	5.83	5.61	252	252.3	29.00	24.19
59	242.5	244.9	234	239.3	5.21	5.78	251	252.7	20.92	24.61
60	243.6	243.8	237	238.3	6.37	5.48	253	250.7	27.75	22.99
61	242.6	242.8	237	236.7	5.79	5.47	259	250.0	27.75	23.79
62	242.6	242.4	235	237.0	5.22	5.54	251	251.1	21.25	24.93
63	241.2	242.9	238	237.5	5.19	5.60	244	252.8	21.00	26.09
64	241.5	243.3	238	237.5	5.01	5.42	249	251.7	22.83	25.25
65	242.7	243.8	238	238.0	5.64	5.29	251	250.2	29.30	24.67
66	244.5	243.3	240	237.2	5.59	5.35	254	249.3	27.67	24.86
67	246.1	243.6	237	237.7	5.11	5.46	251	251.0	24.50	25.98
68	247.0	243.9	240	238.2	5.63	5.62	252	253.3	30.75	25.72
69	241.4	244.3	232	238.8	5.53	5.63	249	253.7	20.75	26.19
70	243.0	244.8	238	238.2	5.35	5.73	251	253.0	24.57	26.59
71	245.8	243.9	244	237.8	6.49	5.60	264	251.0	27.50	25.69
72.5	239.4	244.4	234	238.8	5.59	5.64	250	252.7	22.17	24.83
72.5	249.1	244.0	242	239.3	6.01	5.67	252	253.5	33.88	23.30
74	243.4	244.8	241	239.7	5.49	5.85	252	253.8	22.00	25.63
75.5	243.9	244.9	236	239.7	5.01	5.81	248	252.8	20.25	25.78

TABLE 2-3 (Continued - 4)

Sta-tus Rank	Grade 4 STEP READING March 1966 Obtained	Expected	November 1966 Obtained	Expected	Grade 6 STANFORD ACH. READING March 1966 Obtained	Expected	STEP READING October 1966 Obtained	Expected	Grade 2 METROPOLITAN ACH. READING April 1967 Obtained	Expected
75.5	248.4	244.9	243	239.0	6.06	5.65	256	252.2	-	
77	241.9	245.4	239	239.2	5.91	5.57	253	252.7	24.33	24.88
78	247.1	244.4	239	239.0	5.79	5.66	256	252.0	26.50	25.14
79	244.0	244.0	237	239.2	5.71	5.74	252	252.8	26.50	26.19
80	245.4	243.7	239	237.8	5.37	5.68	252	252.2	29.13	23.50
81	242.7	244.8	240	237.7	5.92	5.49	251	251.8	25.50	24.75
82	241.7	244.9	235	238.2	5.40	5.55	249	251.8	25.50	24.25
83	245.0	243.5	237	237.8	5.34	5.41	252	250.8	12.67	27.18
84	245.3	243.1	239	237.0	5.35	5.41	250	251.2	28.17	23.14
85	247.0	243.0	237	237.5	5.61	5.45	254	250.8	23.50	23.66
86	238.7	245.0	237	238.2	4.79	5.70	249	253.3	31.25	22.92
87	243.2	244.6	234	240.2	5.40	5.63	252	253.2	20.40	25.95
88	244.1	243.6	241	239.2	6.44	5.51	253	253.2	-	
89	245.5	243.2	241	239.8	6.08	5.57	259	252.7	24.00	25.23
90	246.8	243.7	244	239.5	5.51	5.66	254	253.2	28.75	24.63
91	240.4	245.0	240	240.8	5.67	5.70	251	254.3	20.00	27.03
92	245.8	244.3	241	240.5	5.60	5.53	257	253.8	27.50	25.63
93	243.0	244.9	240	240.5	4.77	5.58	247	255.3	-	
94	244.5	245.0	238	240.0	5.82	5.48	256	256.3	34.50	24.63
95	245.8	246.3	240	240.3	5.35	5.58	256	257.2	20.92	28.79
96	246.3	245.9	240	240.7	5.51	5.65	258	255.8	29.88	28.90
97	249.0	244.9	239	240.5	6.00	5.79	269	255.2	24.83	28.68
98	249.0	245.8	244	240.8	5.78	5.88	256	258.7	27.25	27.84
99	244.0	246.6	243	242.0	6.22	5.90	251	259.7	37.00	28.64
100	239.5	247.0	238	243.8	6.08	6.08	254	259.2	22.50	31.91

TABLE 2-3 (Continued - 5)

	Grade 4				Grade 6				Grade 2	
	STEP READING				STANFORD ACH. READING		STEP READING		METROPOLITAN ACH. READING	
	March 1966		November 1966		March 1966		October 1966		April 1967	
Status Rank	Obtained	Expected	Obtained	Expected	Obtained	Expected	Obtained	Expected	Obtained	Expected
101	250.0	244.5	245	243.8	6.10	6.32	264	256.3	31.90	31.40
102	245.8	244.7	246	242.8	5.95	6.40	257	257.0	35.50	31.96
103	244.1	244.9	246	242.3	6.45	6.29	258	258.5	35.00	30.04
104	244.4	246.0	246	243.7	7.46	6.21	262	258.7	-	
105	246.4	244.4	239	245.2	6.07	6.49	253	260.5	31.17	33.04
106	243.2	245.5	240	244.5	6.09	6.49	261	258.7	34.17	31.11
107	246.7	245.5	246	242.2	6.58	6.35	259	258.7	25.00	31.26
108	242.3	247.4	247	241.3	6.41	6.09	266	256.5	36.64	29.39
109	249.2	246.6	243	243.0	5.99	6.11	254	259.0	23.33	30.49
110	247.7	247.6	238	244.8	6.06	6.14	256	257.5	27.25	31.19
111	250.9	247.8	242	244.5	5.72	6.18	256	258.0	35.40	31.45
112	248.5	249.6	245	242.5	5.79	6.08	256	256.2	34.50	31.75
113	247.8	249.7	246	242.8	6.32	6.06	254	257.0	32.25	33.55
114	251.1	250.0	248	243.8	6.49	6.11	262	256.7	34.75	35.07
115	250.8	251.1	238	248.8	5.90	6.47	255	260.5	37.50	35.38
116	248.9	254.8	246	249.2	6.37	6.81	257	262.0	31.88	36.98
117	252.8	256.6	246	250.7	6.53	7.01	262	264.2	38.88	36.77
118	258.0	257.9	262	249.8	7.29	7.13	272	265.2	40.00	37.79
119	268.1	259.6	255	255.8	8.31	7.46	267	270.5	38.50	39.38
120	262.4	263.1	255	257.7	7.72	7.87	272	273.8	38.00	41.25
121	264.3	265.0	259	258.1	7.95	8.05	278	274.3	42.00	40.44
122	271.2	264.6	266	257.2	8.88	8.07	282	275.5	45.50	40.40
123	264.0	264.5	258	258.8	8.24	8.15	282	276.3	42.63	41.83
124	266.0	263.1	253	259.8	7.85	8.10	271	279.7	38.00	43.12
125	262.6	264.8	263	259.3	8.34	8.12	283	277.3	43.25	42.52

TABLE 2-3 (Continued - 6)

	Grade 4 STEP READING				Grade 6				Grade 2	
					STANFORD ACH. READING		STEP READING		METROPOLITAN ACH. READING	
Status Rank	March 1966		November 1966		March 1966		October 1966		April 1967	
	Obtained	Expected	Obtained	Expected	Obtained	Expected	Obtained	Expected	Obtained	Expected
126	260.7	262.9	257	259.8	8.18	8.00	272	277.0	44.21	42.45
127	256.0	263.7	256	260.3	6.98	8.25	281	274.0	41.10	43.03
128	271.0	262.3	266	259.0	8.58	8.08	276	275.7	43.70	42.73
129	258.0	264.9	263	258.8	7.99	8.14	269	275.6	46.00	42.16
130	264.0	264.4	260	260.0	8.58	7.98	273	275.5	43.00	42.40
131	272.6	264.3	255	263.0	8.38	8.38	276	272.7	38.80	44.23

No evidence was found that any major changes in aptitude or achievement test scores were associated with any of the Title I D.C. regular or special school programs. No patterns of over-performance have been found. However, after allowances have been made for the overall status level of the elementary schools, there still seems to be appreciable variation from school to school. This variation might, in considerable part, reflect better teaching and better administration in some schools. Of course, it is partly due to other control-type factors causing the children in some elementary schools to come from families more or less supportive than the average for the area served.

As the statistical model of the schools becomes more completely structured and as more additional longitudinal follow-up data are added to it, it should be useful for studies relating pupil performance to measures of teaching quality.

Statistical Model Used for Predicting Performance

The basic statistical design essentially is to compare predicted performance and obtained performance for the students who have participated in each identifiable special program. This involves the complicated mathematical procedures of multiple regression, factor analysis, and analysis of co-variance, but the final results can be reported very simply in the form of contingency tables or charts. These will show for each performance variable for a given special program the predicted or expected level compared with obtained level. For example, for a given program one might predict that a high percentage of the students in it would have strong feelings of alienation from society and be very poorly motivated in school. These predictions would be based on information about the kinds of students who were in the program. If one finds that the proportion of alienated and poorly motivated students at the end of the program is significantly less than predicted, one can use this difference as an estimate of one aspect of the effectiveness of the program.

The basic statistical procedures are those used in Project Talent (Flanagan, et.al., 1964) and used in the U.S. Office of Education Survey of Equality of Educational Opportunity (Office of Education, 1966). The basic plan for these designs has been presented in a seminar to the staff of the Office of Education Division of Operations Analysis. The statistical model approach is being used in the Office of Education evaluation of Title I programs for fiscal year 1968.

Methods of Analysis

End-of-year teacher evaluations were obtained in May 1967 on all students in the target schools. Reports of the Pupil Personnel Worker Teams were also completed for approximately 13,000 students in their active case load for the 1966-67 school year. Rosters of students in each winter program were also obtained and added to the data file. All of these data plus test scores for selected subsamples were related to patterns of participation in Title I programs. For each type of student performance measure for each program, the predicted performance level was estimated and compared with the obtained level at the end of the program. This gave a basis for obtaining estimates of program effectiveness.

In the basic statistical design the sequence of analysis follows:

a. Intercorrelation and factor analysis study to determine which measures of student performance were most appropriate and which other measures should be used to estimate predicted student performance.

b. Comparison of predicted and obtained performance for students who had participated in each program. Contingency charts were prepared for reporting this information.

Studies of Subsamples

Some of the tests were administered to fairly small subsamples of students where the sample size was too small to permit meaningful comparisons of most specific programs in which the students had participated. However, it was possible to compare students in the Model School Division with those in the non-Model School Division Title I target schools, and to compare all identified students who had participated in any program with those who had not. Comparisons with the subsamples were also made of the total group of those who had been in any one or more Title I programs with those who had not. These studies evaluate the effects of having been identified, having been in the Model School Division, and in any of the Title I programs.

Another major use of the subsamples of data was for establishing baselines and local norms in relation to the measures available on all students. It appears that the regularly administered tests and evaluations can be weighted and combined so as to yield scores for basic literacy and several important cognitive and noncognitive factors for use in evaluating the effects of special programs. These are obtainable from the measures routinely available on all students and require no special test administration or evaluation. This gives a system which makes possible a continuous test-retest evaluation of all programs with no special testing and no special evaluations other than the ones similar to those being obtained in 1966-67 on all students in target schools.

The factors or basic measures available are:

a. Alienation from school and society
b. School performance and motivation
c. Aggressiveness
d. Basic literacy
e. Reading comprehension
f. Mathematics
g. Delinquency
h. Emotional problems

Upon occasion, some special testing and retesting will be desirable for assessing some critical programs with additional accuracy. For this purpose appropriate samples of those in specific programs will need to be tested with the special tests or measuring instruments.

Table 2-4 shows each subsample of special test or interview data that were collected.

Samples 1 to 4 and sample 41 represent various combinations of cognitive talent tests.

Sample 5 established local norms in language facility for grades K, 1, 3, and 6. Supplemental data are available on the same test for grades 8 and 12. These establish the bench-mark data necessary for evaluation of special programs aimed at development of language skills. Among such programs are Head Start, other preschool programs, and the Language Arts Program.

Sample 6 consists of themes written about "What School Means to Me." They have been coded in their thematic content and are used as a measure of student attitudes toward school. For all grades combined, 1906 cases are available and this is large enough to relate statistically to some of the larger programs.

The Student Questionnaire in Sample 7 is a biographical and background questionnaire.

The student interview in Sample 8 is a very fruitful source of noncognitive and attitudinal measures and should be very useful in helping to identify further and validate the noncognitive measures obtained from the teachers and the Pupil Personnel Worker Teams. For grades 3 and 6 the Dailey Language Facility Test is also available (Sample 9).

TABLE 2-4

BASE-LINE TESTING

Sample ID Number	Description of Data	Grade or Program Code	Approx. Number	
			Pre	Post
1	Project Talent Vocational Education Test Battery: Vocab., Math, Phys.Sci., Biol.Sci., Aero.& Space, Elec., and Mech.Info.; Abs.Reas., Math Reas., Rdg. Comp., 2-D Visualization and 3-D Visualization	9	470	254 31
2	Project Talent Information Test--Part I (Selected scales): Vocab., Lit., Music, Soc.Studies, Math, Phys.Sci., Biol.Sci., Aero.& Space, Elec., Mech., Total score (R-190)	9	413	166
	Technical and Scholastic Test: Electric., Electron., Mech., Sciences, Arith., Algebra, Vocabulary		413	
3	Technical and Scholastic Test: Electric., Electron., Mech., Sciences, Arith., Algebra, Vocabulary	8	469	420
4	Project Talent Vocational Education Information Tests: Vocab., Math, Phys.Sci., Biol.Sci., Aero. & Space, Elec., and Mech.	8 9	469 939	
5	Dailey Language Facility Test	K 1 3 6	144 201 165 165	115
6	Themes	3 6 8 9	630 428 426 422	533
	For various summer programs:		1587	
7	Student Questionnaires	9	414	50
8	Student Interviews	3 6 8 9	210 191 168 49	103
9	Dailey Language Facility Test and Student Interviews	3 6	139 131	
10	Dailey Language Facility Test	201	200	
11	Student Evaluation Forms	202	6250	
12	Student Eval. Forms, Student Interviews, Teachers Questionnaire, and Dailey Lang. Facility Test	203	80 TQ: 3	
13	Student Eval. Forms, Student Interviews, Dailey Lang. Facility Test, and Teachers Questionnaire	204	44 TQ: 24	
14	Dailey Language Facility Test	206	48	

TABLE 2-4 (cont.)

BASE-LINE TESTING

Sample ID Number	Description of Data	Grade or Program Code	Approx. Number	
			Pre	Post
15	Dailey Language Facility Test	207		
16	Student Evaluation Forms and Teachers Questionnaire	208	237 TQ: 64	
17	Student Evaluation Forms	209	231	
18	Student Evaluation Forms, Dailey Language Facility Test, and Teachers Questionnaire	210	68 TQ: 7	
19	Student Evaluation Forms	211	39	
20	Student Evaluation Forms	212	523	
21	Student Eval. Forms & Dailey Lang. Facility Test	213	290	
22	Student Eval. Forms and Teachers Questionnaire	401	710 TQ: 32	
23	Student Evaluation Forms, Student Interviews, and Project Talent Information Test--Part I (Selected scales): Vocab., Lit., Music, Soc. Studies, Math., Phys.Sci., Biol.Sci., Aero.& Space, Elec., Mech., Total score (R-190)	402	326 228	
24	Student Evaluation Forms and Teachers Questionnaire	403	254 TQ: 11	
25	Student Evaluation Forms and Themes and Teachers Questionnaire	404	58 TQ: 10	
26	Student Eval. Forms & Dailey Lang. Facility Test	405	210	
27	Student Evaluation Forms	406	97	
28	Student Eval. Forms and Student Interviews	407	58	
29	Student Eval. Forms and Dailey Lang. Facility Test	408	250	
30	Student Evaluation Forms	409	14	
31	Dailey Lang. Facility Test & Teachers Questionnaire	410	TQ: 70	
41	Project Talent Vocational Education Test Battery: Vocab., Math, Phys.Sci., Biol.Sci., Aero.& Space, Elec., and Mech. Info.; Abs.Reas., Mech.Reas., Math Reas., Rdg.Comp., 2-D Visualization, and 3-D Visualiz., Spatial Vis.Test; Business English Test	A-B	674	
		Inf.	715	
		SVT	649	
		BET	726	
42	Metropolitan Achievement Test	2&3	250	550
43	STEP Test	4&5	258	550
44	Stanford Achievement Test	6&7		400

Samples 10 to 15 plus Samples 18, 21, 26, and 31 are for the Language Facility Test for several special 1966 summer program groups, including Head Start (Program 201), Primary Summer School (202), Music Camp (203), Camp Lichtman (204), 13.7 Reading Program (206), Hearing Impaired (207), Severely Mentally Retarded (210), Team-Up (213), Social Adjustment Classes (405), Future for Jimmy (408), and Physically Handicapped (410). These samples provide the basis for a number of program groups of special interest.

The Language Facility Test helps describe the relative level of language maturity of the different groups. It discriminates sharply between normal students and those who were mentally retarded. (See charts in Appendix C.) It is interesting that very few of the very poor readers in the 13.7 Reading Program were seriously retarded in language facility and very few appeared to be mentally retarded. Local norms and bench marks are now available for evaluating special program effectiveness in developing either basic language facility or skill at speaking standard American English. Retesting was done for some groups to determine the amount of growth and to relate it to program effect. Scores on the test were also used as a control variable in some studies.

For several other subsamples, student evaluation data were obtained from the teachers or supervisory personnel in several summer programs.

Sample 23 consists of 10 Project Talent Information subtests, the coded interview, and the Student Evaluation Forms for 157 students in the summer secondary schools. They were retested in May 1967 to relate the amount of growth to participation in the programs.

SUMMARY

In order to evaluate the many Title I programs, it was necessary to develop a statistical model to represent the interrelationships of student performance and the many important out-of-school factors that influence school behavior. The model consisted of sets of mathematical equations of the relationship between each major kind of achievement or behavior and all of the important factors related to it in the District of Columbia. By use of this model it was possible to compare expected with obtained performance of the students in each individual Title I program and each Title I target area school. If a new program or an individual school tended to cause favorable changes in performance, then the students in it would do better than predicted.

The statistical model appears to have the sensitivity required to detect small changes in evaluated pupil performance associated with individual Title I programs of less than a year's duration.

The model was also used to evaluate a number of other new programs and innovations not involving Title I funds. The system developed for evaluating the Title I programs seems to be suitable for use in evaluating all future innovations and changes in documentable programs, methods, and procedures in the D.C. schools, and is recommended for this purpose.

Chapter 3

PROGRAMS AND PROCEDURES

Introduction

The actual programs for both Summer 1966 and the regular school year 1966-67 were the result of many planning meetings, both with public school and private school personnel as well as with members of the community and local government agencies. The first authoritative descriptions of these programs were contained in the proposals submitted by the Public Schools of the District of Columbia to the Office of Education for funding. The programs themselves were sometimes slightly different because of such things as lapse time in obtaining personnel or materials.

Table 3-1 is a list of these programs, both summer and regular school year. The Program Code Numbers were added for convenience in data handling. Farther on in the chapter will be found short descriptions of each of these programs. It will be noted that some programs and services were for both summer and winter school terms. These descriptions are not intended to be exhaustive or comprehensive, but are included to show the general nature of the programs and their overall purposes. Staff members made several visits to the programs to see them in operation and to obtain detailed information about them. This included interviewing program supervisors, teachers, and a sample of students where appropriate. In general, the following points are discussed on each Title I program:

1. Descriptions and Objectives
2. Budget and cost per pupil
3. Participants
4. Staff

No attempt is made in this chapter to evaluate these programs. The evaluations will be found in subsequent chapters of this report.

TABLE 3-1

Title I Programs and Services

SUMMER 1966

The Title I programs held during the summer of 1966 in general lasted for six weeks. Several of them, such as the YMCA Resident Camp, were divided into two sessions with different children attending each session. Several of them lasted for eight weeks. A list of these summer programs follows:

Program Code No.	Title of Program
ELEMENTARY	
201	Pre-Kindergarten
202	Primary Summer School
203	Music Camp (Resident)
204	Resident Camp (YMCA)
206	Age 13.7 Reading Program
207	Hearing Impaired (Kendall)
208	MSD Institute and Demonstration School
210	Severely Mentally Retarded
212	Physical Fitness
213	Team-Up
214	Teacher-Aide Training (Howard University)
410	Sharpe Health Summer Institute
ELEMENTARY AND SECONDARY	
209 (E), 409 (S)	Harrison School-Community Project
231	Pupil Personnel Services
SECONDARY	
401	STAY (School to Aid Youth)
402	Enrichment Summer School
403	Extended School Day
404	Webster School for Girls
405	Social Adjustment
406	College Orientation
407	Gonzaga College Prep
408	Future for Jimmy

TABLE 3-1 (Continued - 2)

REGULAR SCHOOL YEAR 1966-67

Following is a list of the programs funded under Title I in the D.C. Schools. Many of these programs were funded only partially by Title I, the balance of funds being received from the regular school budget or some other source of support.

Program Code No.	Title of Program
ELEMENTARY	
220	Saturday Pre-School Orientation
222	Emotionally Disturbed Children(Episcopal Ctr.)
223	Expansion of Language Arts
224	Teacher-Aide Training (Howard University)
226	Breakfast and Physical Fitness Program
229	Saturday Music Program
250	MSD Pre-School Program
253	MSD Raymond Kindergarten
254	MSD Nongraded Intermediate Sequence
ELEMENTARY AND SECONDARY	
227	Reading Clinic
240	Speech Clinic
241	Hearing Clinic
251 (E), 423 (S)	Teacher-Aides
228	Teacher-Aides, MSD (TAP)
230	Future for Jimmy
231	Pupil Personnel Services
233	Urban Service Corps
252 (E), 453 (S)	Extended Day - Double Barrel, MSD
256	Reading Programs, MSD
257 (E), 452 (S)	Cultural Enrichment, MSD
SECONDARY	
421	Webster School for Girls
422	STAY (School to Aid Youth)
424	Reading Incentive Seminar
450	English in Every Classroom, MSD

Designation of Target Schools

In order to insure that the Title I funds were directed to the groups of students in greatest need of compensatory education, a system was developed to designate as "target schools" those schools with large concentrations of students from low income and poorly educated areas.

The target schools used in this project were based upon placing the elementary schools in inverse rank order of overall status level, determined by using the following formula:

50% - Median family income from 1960 census, for the census tract in which each school was located.

30% - Reading retardation component based on average "grade placement" for each school for the 1964 Stanford Achievement Test for grade 6 and the 1964 Metropolitan Achievement Test for grade 4.

20% - Adult educational attainment factor based upon median school years completed of adult population in school census tract, 1960 census.

After the elementary schools were placed in the rank order of their composite weights on these three factors, schools were picked from the top of the list so that there were approximately 32,000 elementary school students.

Junior high schools were designated as target schools if 50% or more students in the seventh grade entered from elementary schools designated as target schools.

The three senior high schools were selected as the ones which contained children from the low-income area who had attended the target junior high schools.

All of the vocational schools were designated as target schools and those eleven parochial schools located within the same geographic area as the target elementary schools.

The list of these schools is given in Table 3-2. It shows:

TYPE	NUMBER	ENROLLMENT
Public elementary schools	49	31,994
Public junior high schools	9	10,119
Public senior high schools	3	5,907
Public vocational high schools	5	2,858
	66	50,878
Non-public schools	11	4,518
	77	55,396

In February 1967, the designation system was refined by the Department of Research, Budget, and Legislation of the District of Columbia Public Schools, by correcting the income level for public housing and slightly different weights were applied to the factors. Thirteen more elementary schools, four junior high schools, and one senior high school were selected and designated as target schools. However, in evaluation of the 1966-67 programs, data were available for only the original target schools. Subsequent evaluations after 1966-67 will be based on the entire group of 95 schools.

Identification of Potential Dropouts

The primary objective of the Title I programs was to attempt to meet the pupils' need to remain in school in order to prepare them to succeed in life. Thus a basic thrust or goal of Title I was to enable students to stay in school long enough to complete their secondary education.

A secondary goal was to help children overcome problems which caused them to drop out before completing high school or to fail to develop to their real potential.

The following criteria were used in identifying potential dropouts in kindergarten, junior primary, and primary grades:

1. Below-average readiness test results
2. Below-grade reading level
3. Grade retention
4. Excessive absenteeism (20 days or more during the last school year)
5. School transfers (2 or more during the last school year)
6. Difficulty in speech, listening, hearing, vision, motor coordination, or handling numbers
7. Serious disciplinary problems

TABLE 3-2

Initial Target Schools - School Year 1966-1967

A. Public Elementary

	Enrollment
Aiton	1,003
Birney	1,115
Blair	267
Blow	340
Brent	224
Bryan	942
Buchanan	733
Bundy	406
Burrville	619
Cleveland	722
Cook, J.F.	800
Eckington	300
Edmonds	358
Emery	757
Garrison	1,233
Giddings	607
Goding	1,019
Grimke	801
Harrison	720
Hayes	235
Kenilworth	1,040
Langston	333
Lenox Annex	208
Lewis	813
Logan	869

	Enrollment
Lovejoy	821
Ludlow	228
Madison	235
Miner	1,055
Montgomery	697
Morse	246
Nichols Ave.	712
Park View	1,009
Perry	388
Pierce	342
Seaton	317
Simmons	777
Slater	337
Smothers	594
Syphax	774
Taylor	307
Thomas	815
Thompson	627
Tyler	849
Van Ness	844
Walker-Jones	805
Watkins	958
Wheatley	750
Wilson, J.O.	1,039
Total (Elementary)	31,994

B. Public Junior High Schools

	Enrollment
Banneker	1,335
Eliot	1,215
Garnet-Patterson	889
Hine	975
Langley	1,109

	Enrollment
Randall	1,034
Shaw	1,434
Stuart	913
Terrell	1,215
Total	10,119

TABLE 3-2 (Continued)

C. Public Senior High Schools

	Enrollment		Enrollment
Cardozo	1,775	Eastern	2,621
Dunbar	1,511	Total	5,907

D. Public Vocational High Schools

	Enrollment		Enrollment
Bell	455	Phelps	717
Burdick	529	Washington, M.M.	629
Chamberlain	531		2,859

TOTAL PUBLIC SCHOOLS: 50,878

E. Non-Public Target Schools

	Enrollment		Enrollment
Holy Comforter	665	Saint Martin's	422
Holy Name	579	Saints Paul & Augustine	400
Holy Redeemer	346	Saint Peter's	290
Immaculate Conception	95	Saint Theresa	363
Sacred Heart	501	Our Lady of Perpetual Help	415
Saint Benedict the Moor	442	Total	4,518

GRAND TOTAL: 55,396

8. Referral to Pupil Personnel Services

9. Evidence of economic need

The following criteria were used in selecting students in grades 3 through 11 who were potential school dropouts:

1. Reading retardation of 2 years or more

2. Arithmetic retardation of 2 years or more

3. Grade retention

4. Course failure of 2 or more courses during the last school year

5. Absenteeism of an excessive nature (20 days or more in the last school year)

6. Currently placed in social adjustment class

7. School transfers (2 or more during last school year)

8. Serious disciplinary problems

9. Referral Form 205 on file with Pupil Personnel Services

10. Evidence of economic need

The forms covering the above factors were filled in by the classroom teacher, reviewed by the school staff, and all children recommended were placed on lists of identified students for each target school. The Pupil Personnel Services Teams used these lists and the forms filled out by the teachers as a basis for the list of identified students under this project. It was anticipated that a total of 25,000 students would be identified as potential dropouts. Actually there were 24,049. A copy of the instruments used for identifying the potential dropouts in the kindergarten to the 2nd grade, and 3rd through 11th grade, are attached as Figures 2-1 and 2-2.

INSTRUMENT FOR IDENTIFYING POTENTIAL SCHOOL DROPOUTS
(Pupils in Kindergarten, Junior Primary, and Grades 1 and 2)

Name of Pupil____________________ Date____________

Grade__________

Birth Date______________________________

Name of School______________________________

The items below are to be used for screening those students who might leave school before completing high school. These factors are merely general indicators. Please check all those which are applicable to this student.

1. ____ Below average readiness test results, specify: ____ Low normal.
 ____ Poor risk.

2. ____ Reading level below grade, specify level ______________.
3. ____ Grade retention
4. ____ Absenteeism of an excessive nature, 20 days or more in the last school year.
5. ____ School transfers (D_7,D_{11},D_{12},etc.) two or more during the last school year.
6. ____ Pupil has difficulty in:
    - ____ Speech
    - ____ Listening
    - ____ Hearing
    - ____ Vision
    - ____ Poor Motor Coordination
    - ____ Initiative
    - ____ Handling numbers
    - ____ Other, specify______________
7. ____ Serious disciplinary problem.
8. ____ Active referral form 205 on file with pupil personnel services.
9. ____ Evidence of economic need (such as free lunch, clothing and aid from P.T.A. or other groups).
10. ____ Other indications of dropout potential.

Comments: ______________________________

Prepared by
Public Schools of the District of Columbia
Department of General Research, Budget, and Legislation
November 1965

Figure 3-1

INSTRUMENT FOR IDENTIFYING POTENTIAL SCHOOL DROPOUTS

(Students in Grades 3 Through 11)

Name of Student__________________________ Date__________________

Grade______________

Name of School____

The items below are to be used for screening those students who might leave school before completing high school. These factors are merely general indicators. Please check those which are applicable to this student.

1. _____ Reading retardation of 2 or more years.
2. _____ Arithmetic retardation of 2 or more years.
3. _____ Grade retention; if more than one, specify number_____.
4. _____ Course failure of any two or more courses during the last school year.
5. _____ Absenteeism of an excessive nature, 20 days or more in the last school year.
6. _____ Currently placed in social adjustment class.
7. _____ School transfers (D_7,D_{11}, D_{12}, etc.) two or more during the last school year.
8. _____ Serious disciplinary problem.
9. _____ Referral form 205 on file with pupil personnel services.
10. _____ Evidence of economic need (such as free lunch, clothing and aid from P.T.A. or other groups).
11. _____ Other indications of dropout potential.

Comments:____

____

____

____

Prepared by
Public Schools of the District of Columbia
Department of General Research, Budget, and Legislation
November 1965

Figure 3-2

DESCRIPTIONS OF TITLE I PROGRAMS
SUMMER 1966 AND SCHOOL YEAR 1966-1967

Outline:

- Description and Objectives
- Budget and Cost per Pupil
- Participants
- Staff

Evaluations of these programs will be found in subsequent chapters.

PRE-KINDERGARTEN

Summer, 1966

DESCRIPTION AND OBJECTIVES

The summer Pre-Kindergarten Program was the Head Start program run by the D.C. Schools, which was designed to foster a positive attitude toward school in children of culturally deprived families. The program used language, art, and enrichment to excite child-interest. The language stimulation helped to prepare the children for kindergarten experience. Guidance towards the rules of social behavior was an important aspect of this project.

Other phases of the Pre-Kindergarten Program were the development of curriculum materials, the use of non-professional staff, and active parent participation. Language stimulation and development in the very young child determines to a great degree the language facility enjoyed by that individual in the future.

The purpose of this program essentially was to enable disadvantaged children to close the social and cultural gap between them and children with adequate home environments in order for them to begin school on an equal level.

BUDGET AND COST PER PUPIL

The budget for the program was $647,927; the cost per child from Title I funds was $86. This does not include additional funds provided by the Office of Economic Opportunity.

PARTICIPANTS

The program was open to children from four to six years old who had no kindergarten experience. There were approximately 7,532 children enrolled.

STAFF

The Pre-Kindergarten staff consisted of:

1	director
1	assistant director
40	special teachers
520	classroom teachers
480	teacher-aides

The special teachers were the art, music, drama, and dance specialists in the schools.

PRIMARY SUMMER PROGRAM

Summer, 1966

DESCRIPTION AND OBJECTIVES

The Primary Summer Program provided extra help in reading to young children who were having difficulty in keeping up with their grade level. The extra attention at this critical point could help the children master the skills of reading so they would enjoy reading, to give them a sense of success in school work, and to help them to perform at higher academic levels in all of their school subjects.

The Primary Summer Program of 1966 was organized as a continuation of the Primary Summer Program of 1965, but was extended to include the second grade and also children who had not had kindergarten experience but who were eligible to enter the first grade in 1966. Enrollment was open primarily to students from Title I schools but other students were admitted on a "space available" basis.

The six-week program included both skill development and enrichment. Teaching reading skills was the primary objective of the program, with emphasis on planned cultural and educational field trips which tied in with the study unit. For instance, one center developed a study unit which included a visit to a farm. The skill development of this unit included vocabulary development as well as directed reading activities. The children were encouraged to talk about the trip to the farm so that emphasis was given to communication of what they had seen and experienced as well as what they had read.

Twenty-one primary summer school centers in the District of Columbia were organized. A principal was located at each center and was responsible for the classes at two or more schools. Classes were held in 43 elementary schools. Whenever possible, teachers were chosen from those regularly assigned to the school. Students from the School of Education at The George Washington University acted as teacher-aides. Specialists in the fields of music, science, mathematics, and art were part of the teaching staff.

Classes were limited to 20 students; small classes made possible individual attention to the shy child, the hostile child, and to the youngster who needed help in working independently. The children attended from 9 a.m. to 12 noon.

Various approaches were used by teachers to meet the needs of the children enrolled in this program. Many teachers found there was a considerable need for strengthening the language development of these children. Following is an example of how one teacher met this need:

> "The group with whom I worked was made up of 10 boys and 9 girls, most of whom had had Kindergarten and Junior Primary but were in need of language development. Therefore, the bulk of our work

was oral. We looked at pictures, and told and wrote stories about them. We talked of our "at home" experiences and drew about them, painted, sang, or dramatized these experiences. I read many, many stories which we dramatized or retold. We took several trips, building new vocabulary before and after, retelling our experiences. We said and listened to poetry. We worked with the phonovisual sounds to recognize, learn, and enunciate properly. We worked continuously with likenesses and differences in sounds and shapes. We had many films related to all our experiences to help build vocabulary and other experiences in our background for reading."

The primary objective of this program was to strengthen the reading skills of junior primary, first, and second grade children, Specifically, the program aimed to:

1. Develop an interest and a liking for reading
2. Create a friendly, relaxed environment for learning
3. Build each child's self-confidence so that he was willing to learn
4. Develop word attack skills through a strong phonetic program
5. Provide meaningful experiences on which to base reading and language growth

BUDGET AND COST PER PUPIL

The budget allotted for the Primary Summer Program in 1966 was $303,953. The cost per child was approximately $47.

PARTICIPANTS

Children were selected according to the following priority:

1. All children who did not have kindergarten experience but were entering first grade in September, including all children on the kindergarten waiting lists.

2. Children promoted in June from kindergarten to junior primary

3. Junior primary, first-, and second-grade pupils

Forms were distributed to principals of Title I elementary schools requesting the following information on children recommended for enrollment:

1. Present Reading Instructional Level

2. Name of reader used by child at end of school

3. Comments of June 1966 teacher regarding health, maturity, achievement scores, attendance, parental cooperation. The parents' approval and assurance of attendance of the child were required.

Comments from teachers revealed that these children had similar problems -- short attention span, immaturity, difficulty in working independently, limited progress in school due to lack of reading and phonic skills. It was also noted that the children would benefit from smaller groups.

The enrollment in the 1966 Primary Summer Program was 6626--by far the largest enrollment of any summer program..

STAFF

Regular classroom teachers with special talents gave extra time to develop study units; the aides from the George Washington University brought new ideas and freshness to the program; the specialists in various fields backed up the classroom teachers in their ideas of study units, such as art exhibits, story-telling hours, puppet shows, etc.

A two-day orientation program was held preceding the beginning of the program.

MUSIC CAMP (RESIDENT)

Summer, 1966

DESCRIPTION AND OBJECTIVES

A summer camp in music was conducted in 1966 for 100 boys and girls from elementary schools in the District of Columbia. The purpose of this program was to give each student individual and concentrated instruction in music in a camp setting offering a desirable cultural environment to disadvantaged children. It was anticipated that these children, through their mastery of a music instrument and participation in a satisfying group activity, would develop a positive self-image, which would affect both their behavior and attitude. It was felt that working together with the staff in solving musical difficulties and problems would have the effect of helping to solve other personal and interpersonal problems.

The music camp program operated for a period of six weeks at the Seneca Creek Camp, near Germantown, Maryland. The children were divided into two groups -- wind instruments and string instruments. These groups were further divided into smaller groups for more individual instruction and other camp activities. The groups were brought together for joint rehearsals and concerts. A typical day's activities included classes in theory, individual lessons, practice, orchestra or band rehearsals, ensemble rehearsals, and a morning and afternoon recreation period in swimming, arts and crafts, riflery, and other physical activities. The evenings were filled with campfire programs, singing, and movies.

Two concerts were given during the six-week period, to which the parents of the children were invited.

BUDGET AND COST PER PUPIL

The budget allocated for this program was $65,300. One hundred children participated in the program, making the cost per child $653.

PARTICIPANTS

Three hundred children in the 4th, 5th, and 6th grades were nominated for this program by music teachers, classroom teachers, and counselors. Out of this number, 50 boys and 50 girls were selected to attend. A musical aptitude test was given during the selection process. Sixty-eight children had had some previous instruction with a musical instrument. The majority of these children had never been away from Washington, D.C., before and very few had ever been to a camp.

STAFF

The musical part of the program was staffed by a director and instructors and counselors from among the graduate students and faculty of the School of Music at The Catholic University. The camp and recreational program was under the supervision of the director of the Town and Country School and Camp in Silver Spring, Maryland.

The counselors, who were young college students, gained a good deal of insight into the real problems in teaching inner-city children.

RESIDENT CAMP (YMCA)

(Camp Lichtman)

Summer, 1966

DESCRIPTION AND OBJECTIVES

In the summer of 1966, the District of Columbia Public Schools in cooperation with the University of Maryland and the YMCA of Metropolitan Washington provided educational camping experience for 108 children from Title I Special Services schools, and an in-service training program for 23 teachers, student teachers, and supervisors of disadvantaged children. The program operated for six weeks, the first week a pre-camp counselor training and orientation session, the next four weeks divided into two two-week camping periods, and the last week reserved for evaluation and review by the staff.

The YMCA provided the campsite -- Camp Lichtman, Dumfries, Virginia, in Prince William Forest, 30 miles from Washington. The District of Columbia provided the major funding from Title I of the Elementary and Secondary Education Act of 1965, and shared in the selection of personnel and children for the program.

This program proposed to demonstrate the feasibility of combining the traditional summer camp program with educational objectives in order to improve traditional camping and achieve greater definition for the growing movement of outdoor education in relation to culturally deprived children.

The program also had the purpose of providing an institute for training teachers to work with disadvantaged children. The program attracted teachers from eight states.

Another important aspect of the program was the training of 18 secondary students as junior counselors. Most of these students were selected by the regular school staff because they gave evidence of leadership ability; but several were problem children -- the potential dropouts.

The camp program was divided into four main activities: arts and crafts, boating and canoeing, music and drama, and hiking and camping. Counselors were active in planning day-to-day programs and the team-teaching approach.

The objectives of this program were:

1. To provide inner-city children with the opportunity for concentrated experience in the outdoors.

2. To provide a camping environment for pupils and teachers to live, work, and play together, to promote the emergence of teaching behavior more sensitive to the needs of the disadvantaged child.

3. To use the camping program as a practical, living experience to reinforce the present educational levels of these children in such areas as reading, writing, arithmetic, science, and history.

4. To institute a teacher-training program based upon the unification of the practical and theoretical dimensions of teacher training, and to identify instructional techniques appropriate to more effective teaching of the disadvantaged.

BUDGET AND COST PER PUPIL

The budget allocated for this program was $73,571. One hundred eight (108) children attended the program and 23 teachers received in-service training. The cost per child was $681.

PARTICIPANTS

Campers were selected by the school staff of 12 elementary and 5 junior high schools located in the inner-city areas of the District of Columbia. The schools were asked to select children who were considered culturally deprived by local educational policy.

STAFF

Camp counselors were recruited by means of a brochure circulated by the YMCA through the public schools and colleges of the Central Atlantic area. Requirements were possession of a Bachelor's degree, have good health, and that the applicants accepted be scheduled to teach culturally deprived children in the fall of 1966. Upper level undergraduate students were also considered.

Twenty-three (23) counselors were selected from applications received. One counselor and two specialists were undergraduate seniors. The majority had had no teaching experience. Only three had been counselors before and they were included in the eight who had participated as campers in a camping program as children.

AGE 13.7 REMEDIAL READING PROGRAM

Summer, 1966

DESCRIPTION AND OBJECTIVES

The Special Summer Remedial Reading Program (13.7 Program) was designed for those students who were being promoted to junior high school from elementary school because they were more than 13½ years old. The objectives of the program were to determine the cause of reading retardation and to treat that cause. After the initial enrollment in the program, registration was opened to other students already attending summer school in one of the fourteen centers involved. The students were placed in small classes of 15-20 students each. The teachers worked with them individually and in groups to improve their reading skills.

BUDGET AND COST PER PUPIL

The proposed budget for specified positions in the 13.7 Program was $9,108. The cost per child then was $7.

PARTICIPANTS

There were 1,264 children in the program. These students were selected by their principals based upon records and the recommendations from the teachers.

STAFF

The 13.7 Program was coordinated by the director of the Reading Clinic. The remainder of the staff consisted of:

3	clinical psychologists
4	social workers
6	principals (reading specialists)
67	reading teachers

HEARING IMPAIRED (KENDALL)

Summer, 1966

DESCRIPTION AND OBJECTIVES

The Summer Project at Kendall School for the deaf and nearly deaf children developed out of a need for these children to continue their learning experiences. Many of them were either born deaf or lost their hearing in early infancy and therefore had considerable difficulty in language development, which would lead to problems with their formal education. Constant practice with language was necessary if these children were to overcome the handicaps of a hearing loss. The project was established to fulfill this need.

The program had four major elements: auditory training by the use of classroom amplification systems, visual presentations, language development, and extension of the educational process into the home.

Many activities other than those directly related to language were a part of the program. There were experiences in the ballet, various forms of physical fitness, and music. Also included was a somewhat unique combination of (1) auditory stimulation through the use of group electronic amplification, (2) the use of new visual media, and (3) emphasis on language usage by pupils in the learning process. The children were grouped into classes of approximately six, according to the level of language development.

The primary objective was to assure continuity and consistency in a specialized educational environment. The secondary objective was to provide opportunities for pre-language stimulation by the use of modern devices and techniques.

BUDGET AND COST PER PUPIL

The budget for this program was $66,332. The cost per child was $737.

PARTICIPANTS

The 90 children in the program attended classes at Kendall during the regular school year. They were selected according to the degree of hearing loss and the location of the home in the target area. The original design called for the inclusion of deaf or nearly deaf students who were not students at Kendall during the regular academic year. That part of the program did not materialize, however.

STAFF

In addition to the director of the school, there were 15 teachers, one faculty member from the School of Social Work at Howard University, a recreational director, ten young adults who served as aides, and a professional dance instructor. Of the fifteen teachers employed for the session, ten were Kendall faculty members, four were D. C. school teachers, and one was from outside the city. There was also a second-year graduate student from Gallaudet College assigned to each classroom. This student assisted in individual tutoring and supervised teaching.

MSD INSTITUTE AND DEMONSTRATION SCHOOL

Summer, 1966

DESCRIPTION AND OBJECTIVES

The Model School Division had a two-part program during the summer of 1966: Model School Summer Institute and the Demonstration School. The Institute was held primarily for the elementary schools in the Division. The areas covered were science, mathematics, social studies, and human relations (sensitivity). The Demonstration School involved school children from the Cardozo area. About half the teachers' time was spent in seminar groups learning about the new techniques and devices which were being considered for use in the Division. The other time was spent with the children in the School as part of a laboratory arrangement. The children served as "guinea pigs". The reaction of the students to the innovations helped the teachers make critical evaluation of themselves and the materials. It was also expected that the teachers would employ these new ideas in their classrooms in the fall term.

The stated objectives were:

1. To introduce curricular and structural changes which should become a part of a school program for culturally disadvantaged youth.

2. To acquaint Division personnel with newly developed materials suitable for use in Division elementary schools.

3. To insure the availability of the materials in all elementary schools involved in the program.

4. To provide a summer program for the children and experience with the children for the Institute participants.

5. To provide a systematic plan of support for personnel in 1966-67.

6. To introduce the personnel to new organizational arrangements.

BUDGET

The budget for this program was $239,175. There were 300 children and 255 teachers enrolled.

PARTICIPANTS

Teachers from the Model School Division participated in the Institute. Most of these teachers were from the elementary schools. Some elementary school principals and supervisory personnel in the Division also attended.

The children in the Demonstration School were selected at random without regard to academic achievement. They were placed in either primary or intermediate levels, according to their ages. This was a change from the preceding summer when the children had been specially selected and were not, therefore, a representative sample of the children in the Model School area.

STAFF

The Institute and Demonstration School were coordinated by the director of special programs in the Model School Division. Guest lecturers provided the leadership in the Institute Seminar groups.

HARRISON SCHOOL-COMMUNITY PROJECT

Summer, 1966

DESCRIPTION AND OBJECTIVES

The area near and around the Harrison Elementary School has been identified as one of the most seriously poverty-stricken neighborhoods in metropolitan Washington. In an endeavor to provide an opportunity for the children of this neighborhood and their families to receive educational and cultural advantages during the summer months, the Harrison Community Program was developed.

The goals and objectives of this program were boldly imaginative, designed to bring about an elevation of the total community because they would declare an attack on the problems of the total community. Involved in this prject were two school systems, eight community agencies, and four churches. The program was administered cooperatively by the District of Columbia Public Schools and the Office of Education of the Archdiocese of Washington. The program served three groups of children:

1. Elementary Program

Activities for this project were centered at Mackin High School (parochial). The aim of this program was to raise the reading level of the children and to give them meaningful activities in which to participate. Instruction and experience were offered in reading, drama, music, dance, arts and crafts, films, field trips, physical education, and swimming.

The reading program was taught by capable nuns who spent a great deal of time, before the program opened, in preparation. The nuns' experience and knowledge of children were invaluable in carrying out this program. Reading classes were small so that individual attention could be given to the children. The program also had the services of a reading clinician.

2. Junior High School Program for Boys

This program was conducted at Augustine Parochial School (Lutheran) and centered around a special reading program using the SRA Reading Material. It operated from 9 a.m. to 3 p.m. and included lunch.

The morning program was composed of five reading classes, each stressing a different reading skill. These skills included phonics, word-attack techniques, reading for comprehension, self-teaching machines, and supervised free reading. Art and films concerning the problems of teenagers were added to the morning program. The phonics class and the class using the self-teaching machines seemed to offer the greatest challenge and interest.

The afternoon program consisted of recreational and cultural enrichment activities such as swimming, trips to the Lincoln Theater, three-man basketball tournaments, picnics at Rock Creek Park, trips to Mr. Sargent Shriver's estate for swimming and games, and trips to the Evening Star building and the Bureau of Standards.

3. Junior High School Program for Girls

A program for junior high school girls was conducted at Garnet-Patterson Junior High School. Specifically, this program was designed to provide instruction in the homemaking skills, home nursing, and child care, to the sisters of the youngsters who were involved in the elementary division.

The girls were placed in four working groups by age. Each group stayed with a counselor for a week and then rotated to another one. This enabled all of the girls to share experiences provided by each counselor in sewing, cooking, home nursing, or enrichment.

In sewing, the girls learned to read patterns, select and purchase fabrics, and make a piece of wearing apparel. A fashion show was the culminating activity of the sewing group.

In cooking, the girls fixed low-cost meals and desserts. Shopping in the local stores and planning meals for a large family provided new experiences for many of them.

The home nursing group had an opportunity to earn an official Red Cross certificate as "Mother's Helper" by learning how to bathe and care for a baby, identify communicable diseases, and general first aid in the home. The American Red Cross provided life-size dolls and other supplies to make this training more realistic and practical.

Enrichment experiences were provided through field trips to the FBI, Museum of History and Technology, Bureau of Engraving and Printing, and others. The entire group participated in joint afternoon social activities with the junior high boys. These included swimming at Sargent Shriver's home and dancing at St. Paul and Augustine Parish Center.

BUDGET AND COST PER PUPIL

The budget allocated for this project was $23,453. There were 334 children enrolled, making the cost per pupil approximately $70.

PARTICIPANTS

The actual enrollment fell far short of the anticipated enrollment. The primary reason for this was that the allocation of funds for this program came through so late that early recruitment was not possible. Even though this was a community project, many families within the area did not know of the program. There was little advance publicity. Also, there was competition from other programs, such as Step-Up.

The Junior High School Program for Boys had the problem that many boys of this age group had to take summer jobs for financial reasons.

STAFF

This project was particularly interesting from the standpoint of staff because it involved so many people and from so many different backgrounds ranging from experienced teachers to those who had had no training or experience working with children. In several instances, parts of this program did not meet the goals and expectations because of the lack of properly trained staff.

Involved as staff for this project were nuns assigned by the Archdiocese, teachers from the District of Columbia Public Schools, Neighborhood Youth Corps workers, Commissioner's Youth Council workers, college students, volunteer workers, priests, and other interested people.

SEVERELY MENTALLY RETARDED PROGRAM

Summer, 1966

DESCRIPTION AND OBJECTIVES

The loss in language development in the severely mentally retarded child is somewhat similar to that which occurs in the deaf or nearly deaf child. Stimulation and development are provided during the regular school year, but until the summer of 1966, there was no summer program. During 1966 the Summer Program for the Severely Mentally Retarded was conducted at the Richardson School for six weeks. The goal of the program was to prevent educational losses in this type of child during the summer period. The four-hour day was divided into two periods: two hours for language development and speech improvement activities and two hours for recreational and social activities. The mental stimulation and physical involvement enabled these children to continue their growth rather than "back-slide" during the summer months.

BUDGET AND COST PER PUPIL

This program and the Sharpe Health Program share a combined budget of $13,800. The cost per pupil was $84.

PARTICIPANTS

There were 64 children in this program. They ranged in age from 7 to 18 years old. Some of these students as well as some of those from Sharpe Health (100 children) were previously enrolled in special education classes.

STAFF

There were one speech improvement specialist, one language arts teacher, four GS-4 aides, and eight teachers in the program. Each teacher had a group of eight students. All members of the staff had previous experience in special education.

PHYSICAL FITNESS PROGRAM

Summer, 1966

DESCRIPTION AND OBJECTIVES

An experimental early morning Physical Fitness and Breakfast Program was conducted at the Perry and Bundy schools in the school year 1965-1966 for 5th and 6th grade and junior high school boys. The success of this program indicated a need for its continuation as a summer program.

The Physical Fitness Program during the summer of 1966 was designed to serve boys who were handicapped by their home backgrounds and whose school records showed a lack of interest, poor performance, and poor attendance. There is evidence that elementary students who display these characteristics later have a high incidence of dropout. It was felt that by offering a program of physical activities which boys and girls enjoy and a good breakfast, which most of them did not have, the attitude of these students might be more positive toward school.

This program was held in 18 centers in the District of Columbia School System. The teachers and students met at the schools each weekday morning at 8:30 a.m. to participate in an organized program of physical fitness exercises. At 10:30 a.m., a bag lunch was given to the students. Sixty percent of the children attending the summer program had not had breakfast before they came to school. Swimming and calisthenics made up the major part of the program. Every child in the summer program was given the opportunity to learn to swim.

BUDGET AND COST PER PUPIL

The budget allotted for the summer program was $27,357. The enrollment in the program was 798 students; the cost per child was approximately $34.

PARTICIPANTS

Any child in the 3rd through the 8th grades enrolled in a Title I school was eligible to attend. There were 679 boys enrolled in the program and 119 girls. The program was originally designed for boys, but an experimental class for girls was added.

Students were recommended for this program by principals, physical education teachers, and counselors.

STAFF

Most of the staff were regular physical education teachers of the District of Columbia Public Schools. The fact that the teachers were men was important because so often there is a lack of a father-image in the homes of these boys. Twenty teacher-aides were also employed for this program.

TEAM-UP

Summer, 1966

DESCRIPTION AND OBJECTIVES

The Team-Up Summer Program of 1966 was designed to give special help to a group of educationally disadvantaged children in grades 3 through 6, with centers at Walker-Jones, Simmons, and Emery Elementary Schools. The program was administered jointly by the Archdiocese of Washington and the District of Columbia Public Schools.

There were three specific aspects of this program:

1. Training and Enrichment for the Children. Team-Up brought together trained teachers, specialists, recreation leaders, neighborhood workers, and Neighborhood Youth Corps enrollees to provide a program of educational and cultural experiences for the students. The program was designed to support the work done in the winter months, with the concept that this extra six weeks of attention might help these children to reach their potential.

2. Training and Enrichment for Parents. The children in this program came from a low-income group and there were usually many problems in the home affecting the child. A program was offered to the parents to help them understand what the school was trying to accomplish so that the benefits gained in school could be brought into the home.

3. Training for Enrichment in Health. Absenteeism due to illness is one more strike against the child in his effort to achieve. The neighborhood workers on the staff carried on a campaign to:

   a. Identify school-age children with health problems, especially eyes, ears, teeth, and ringworm.

   b. Inform parents regarding clinics which gave these services.

   c. Aid parents in getting children to clinics.

These efforts were aimed at all children in the family and not just those enrolled in Team-Up.

The program was organized for classes limited to 20 students. Classes were held from 9 a.m. until 12 noon. The core of the program was reading for skill, but emphasis was also given to reading for fun and enjoyment. There were also classes in arts, crafts, and drama. Trips were scheduled to give the students a better understanding of the total environment.

BUDGET AND COST PER PUPIL

The budget allocated for this program was $31,580. There were 310 children enrolled, making the cost per child $102.

PARTICIPANTS

Principals and teachers of children in the 3rd through the 6th grades of the schools in census tracts 46, 47, 86, and 87, and the Pupil Personnel Workers assigned to them, assisted in the enrollment of pupils who were identified as educationally disadvantaged.

Three hundred and ten pupils were enrolled in the program, which was far less than anticipated. There was considerable competition with other programs, particularly from programs where the emphasis was on recreation.

STAFF

This program was jointly administered by the Office of Education of the Archdiocese of Washington and the District of Columbia Public Schools. The D.C. Public Schools provided an assistant principal as liaison between the private and public schools, and three summer school teachers.

A two-day orientation program was held for the staff at the beginning of the summer program. A daily afternoon program was held to train the Neighborhood Youth Corps enrollees working with the staff.

TEACHER-AIDES

Summer 1966
School Year 1966-67

DESCRIPTION AND OBJECTIVES

There were three different teacher-aide programs funded under Title I:

1. Teacher-Aide Training (Howard University)
2. Teacher-Aides
3. MSD Teacher Assistance Program (TAP)

While all three of them were intended to assist the classroom teacher and to relieve the administrative work load, each one was somewhat different in the grade level involved, the manner of recruitment, the areas of employment, and the manner of supervision. These programs are described in more detail below.

Teacher-Aides (Howard University)

Teacher-aides were given on-the-job training during the summer of 1966 through a cooperative arrangement with Howard University and the Department of Labor. During the regular school year, their salaries (GS-2 level) and that of the program coordinator came from Title I funds. These aides were assigned to Title I schools in the same manner as other aides. A total of 50 was authorized, but there were never more than 44 in the program at any one time.

Teacher-Aides

This program pertains to all the teacher-aides except those trained at Howard University and those in Model School Division schools. These aides were intended primarily to assist classroom teachers to relieve the large volume of necessary routine work, clerical and administrative, which diffuses their efforts to individualize instruction. These aides were at the GS-4 and GS-2 level and were divided between the elementary, secondary, and vocational schools, with the majority going to the elementary schools (130 out of 185). A total of 200 teacher-aides was authorized, but the actual number fluctuated due to resignations, terminations, and transfers. In the elementary schools, the aides tended to be assigned to the primary grades and many divided their efforts between two or more teachers. For an analysis of these elementary school aides, see Chapter 8.

The few teacher-aides that were assigned to secondary or vocational schools were used primarily for administrative duties. Several aides were assigned to Franklin School to assist in the program and several aides were assigned to Twining School where they were used in the audio-visual program.

After they had been on the job for about a month, the aides in this program were given a two-week indoctrination course by the Washington School of Psychiatry.

MSD Teacher Assistance Program (TAP)

This was a MSD program in which these aides were given a short training course by the Washington School of Psychiatry. This was the second year of such indoctrination. The training program was "a role sensitive approach to training aides for classroom work with children in elementary schools." The teacher-aides assisted the regular teachers in clerical, remedial, enrichment, and instructional activities while engaged in bi-weekly supportive seminars designed to enhance their contributions as aides and to prepare them for increasingly professional roles in the public schools. Some of these aides assisted more than one teacher.

For a detailed analysis of this program, see Chapter 8.

BUDGET AND COST PER PUPIL

The total costs of the three programs were as follows:

	Budget	Approx. cost per pupil*
Teacher-Aides (Howard University)	$172,691	$131
Teacher-Aides (elem.)	479,019	123
Teacher-Aides (sec. and vocational)	295,332	179
MSD Teacher Assistance Program (TAP)	324,803	155
	$1,271,845	

*It is not possible to determine the exact cost per pupil, as it is not known how many students were directly or indirectly affected. However, an estimated figure is shown above derived from the assumption that each teacher-aide served 30 pupils.

PARTICIPANTS

See DESCRIPTION AND OBJECTIVES.

STAFF

The various teacher-aides were under the direct supervision of the classroom teacher and the school principal where they worked. Each program was supervised, in general, by the administrative division under which it operated, such as the MSD Elementary School Division, Secondary School Division, and Vocational School Division.

SHARPE HEALTH INSTITUTE

Summer, 1966

DESCRIPTION AND OBJECTIVES

This was a teacher training program. It consisted of a six-week summer workshop for teachers of handicapped children and was conducted at the Sharpe Health School in 1966. The purpose of the program was to explore new methods and to improve present techniques of teaching handicapped children. The program was operated for 200 pupils arranged in 14 instructional groups of approximately 15 children each. Each group included one instructor, 15 teacher trainees, and five parents. Two institutes of three weeks each were held.

The groups included severely mentally retarded, blind, crippled, and health impaired children with learning disabilities. The program emphasized:

1. Continuity in program to recoup lost days

2. For the mentally retarded, the implementation of recently developed curriculum for these pupils

3. For the physically handicapped, the teaching of children with learning disabilities through new and creative media which incorporate all the senses.

Consultants, who were experts in teaching handicapped children, met regularly with the staff to demonstrate and implement the new media.

Parents of handicapped children were given the opportunity to observe children with similar difficulties and to gain a greater understanding of their child.

BUDGET AND COST PER PUPIL

The budget allocated for the Sharpe Health Summer Institute and the program for the Severely Mentally Retarded was $13,800. The combined enrollment was 164 which makes the average per-pupil expenditure approximately $84.

PARTICIPANTS

The children attending this program included severely mentally retarded, blind, and physically crippled children. These pupils were selected from the Sharpe Health regular school, the Military Road School, and other sources.

One hundred and sixty-four children attended this program during two three-week sessions.

STAFF

Specialists, in each of the areas of teaching handicapped children, were employed as consultants for this program. These included speech therapists, teachers of the blind, and experts in the field of teaching the severely mentally retarded.

The trainees in the program were teachers from the District of Columbia Public Schools. Some of these teachers had had some previous experience in working with handicapped children; others were planning to specialize in this field; some were classroom teachers or teachers of music or physical education who sometimes had handicapped children in their classes.

PUPIL PERSONNEL SERVICES TEAMS AND CLINICAL TEAMS

Summer, 1966
School Year, 1966-1967

DESCRIPTION AND OBJECTIVES

The culturally deprived areas of the District of Columbia produce a much higher percentage of children with serious emotional, mental, physical, and social problems than other sections of the District. Funds were provided under the Elementary and Secondary Act of 1965 to create the Pupil Personnel Services Teams and Clinical Teams under the Pupil Personnel Services Department to give special assistance to children who were identified as potential dropouts by the principal, teacher, or counselor in each Title I school.

The Pupil Personnel Teams consisted of Pupil Personnel Workers and Pupil Personnel Aides. The Clinical Teams consisted of clinical psychologists, school psychologists, psychiatric social workers, and attendance officers.

A central location housed the supervising director and two assistant supervising directors of the Pupil Personnel Team Unit and the supervising director of the Clinical Team Unit.

Five regional centers were established in communities served by schools involved in the project to house a basic team consisting of clinical psychologists, psychiatric social workers, school psychologists, attendance officers, approximately eight Pupil Personnel Workers, eight Pupil Personnel Aides, and two clerks. The numbers in each center varied with the availability of personnel to fill positions.

Pupil Personnel Teams were assigned cases from schools located within their area. Each of the five Clinical Teams was assigned to one of the five regions.

In some instances, a "functional team" approach was used in which the combination of the Pupil Personnel Team and the Clinical Team was used to attack the problems of the identified students.

Three mobile units were available to be dispatched to regions as needed. A flexible duty schedule was maintained to allow for maximum community involvement.

Activities carried out by the teams differed from case to case, depending on the needs of the student. In general, the goal of the teams was to do whatever was necessary to help alleviate the problems of the child identified as a potential dropout. This might involve referring the child to other agencies in the community such as welfare or employment agencies, taking steps to have him enrolled in special programs, providing instruction in a remedial field or field of special interest, working with the parents to improve home conditions and attitudes, diagnosis and therapeutic care for the severely emotionally disturbed child, or clinic appointments for medical problems.

Pupil Personnel Worker Teams were the "grass-roots neighborhood educational workers." These teams carried out their activities with identified students under the supervision of Pupil Personnel Supervisory Staff and were always in direct contact with the principals of schools in the target area.

A survey made of the activities of the Pupil Personnel Worker Teams during the month of April 1967 shows that about 65% of the cases handled on the elementary level were the result of economic need, learning problems, or medical problems, in about equal proportions. Other cases involved family relations, social or emotional problems, attendance, and disciplinary problems.

The conferences or contacts made with people other than the student by these same Pupil Personnel Teams were mainly with the teachers, parents, and counselors. Other less frequent contacts were with the principals, agencies in the community, the clinical teams, and medical clinics.

On the secondary level, during April 1967, the Pupil Personnel Teams handled cases largely concerned with family relation problems, economic need, and learning problems. Most of the contacts were made with the parents (including home visits) and with the teachers.

The Clinical Teams, being composed of more technically trained professional workers, concentrated on the more difficult cases. Referrals to the Clinical Teams came primarily from the Pupil Personnel Worker Teams but also from school principals and staff. These team members were in constant touch with facilities and agencies in the community that might be of assistance to the identified students.

Some of the most important duties performed by teams were as follows:

1. Compiled information on individual students in the case load, much of which was previously unavailable to the school staff.

2. Visited homes of identified students to ascertain home background, family attitudes, goals, and problems.

3. Encouraged, interpreted, and facilitated parental cooperation.

4. Stimulated and provided opportunities for the development of mutual trust and respect between the school and all elements in the community.

5. Acted as liaison between the home, the school, and the staff of Pupil Personnel Services.

6. Compiled information on available community resources that would provide aid and support to pupils and their families.

7. Developed and encouraged programs and activities that would bring about an interaction between the school and community.

8. Maintained a systematic and continuing study of the school and its community to examine their needs, programs, resources, and attitudes.

9. Referred parents and students to school departments and community agencies.

10. Carried out systematic follow-up activities.

11. Constantly evaluated ideas, techniques, and activities in light of needs of identified students.

12. Cited health problems to parents and subsequently arranged for or transported identified pupils to clinics, hospitals, etc.

13. Maintained contact with identified pupils needing material assistance and subsequently provided adequate clothing, shoes, and other apparel necessary for regular school attendance.

14. Provided cultural and/or social experiences by arranging and participating in field trips, developing programs and activities, and sponsoring exhibits that contributed to the educational growth.

BUDGET AND COST PER PUPIL

The budget allocated for the Pupil Personnel Service Teams for the Summer of 1966 and the regular school year 1966-67 combined, was $925,076. If this cost is prorated over the 13,356 children "identified" as potential dropouts who were also in the active case load of the Pupil Personnel Service Team, then the cost was about $69 per pupil.

PARTICIPANTS

A total of 24,049 students were identified as potential dropouts or "identified students" by their classroom teachers in February 1966. It was found that these "identified" students had moved from the original 72 schools in the target area to over 100 schools at the end of the school year. Many moved away from the city. The case load for the 31 Pupil Personnel Worker Teams for 1966-67 was 250 students for each Pupil Personnel worker, or 500 children per team.

STAFF

During the school term of 1966-1967, the following were on the staff of the Pupil Personnel Service Program:

45	Pupil Personnel Workers
47½	Pupil Personnel Aides (equivalent full-time personnel)
3	Clinical psychologists
4	Psychiatric social workers
6	School psychologists
	Half-time services of 1 psychiatrist
6	Attendance officers

Pupil Personnel Workers were required to have a college degree with specialization in sociology, psychology, or education. Their past experience included work with such organizations as the Boy Scouts, Red Cross, and social service agencies. Pupil Personnel Workers had the responsibility of promoting activities that would foster continued contact with the identified students, parents, school and community agencies.

A Pupil Personnel Aide was required to be a graduate of an accredited high school and to have one year of college or work experience with a youth, community, or social service agency. The aide worked under the direct leadership of the team leader, the Worker, but his activities were supervised by the Supervising Director and Assistant Directors of the Pupil Personnel Worker-Aide Teams.

A workshop was conducted for orientation and training of the Pupil Personnel Workers and Aides during the first two weeks of school at the District of Columbia Teacher's College.

The Supervising Director of the Pupil Personnel Aides felt mature women, with knowledge and interest in the community, were most effective as Pupil Personnel Aides. The Director had the opportunity for considerable screening and felt she had an effective group of aides.

SCHOOL TO AID YOUTH (STAY)

Summer, 1966
School Year, 1966-67

DESCRIPTION AND OBJECTIVES

The School to Aid Youth (STAY) is a result of efforts of the District of Columbia to help rehabilitate students between the ages of 16 and 21 who dropped out of school in grades 9 to 12. The program was designed to provide a way for students to return to regular school programs and to assist them in readjusting to the routine of school. With successful achievement, along with punctual and regular attendance in the STAY program, the students were given a strong recommendation to return to their regular school at the grade level for which they were best qualified. If the students were not able to return to the regular school program, they could complete the academic requirements for a diploma and graduate from the STAY program.

The curriculum at STAY included all courses required to earn a high school diploma and was so arranged that a student could earn in a half year (one semester) the number of units normally earned in regular day school during a complete year (two semesters). The STAY school day began at 3:45 p.m. and ended at 9:45 p.m. This schedule permitted many students to work during the day and gave others time to carry out responsibilities at home.

Intensive counseling and job conditioning were daily efforts in the operation of the STAY program.

At its beginning (March 1965), the STAY program was housed in the Spingarn High School building. In June 1965, 21 students who were not able to return to their regular schools and had completed the academic requirements as prescribed by the Board of Education were graduated from STAY.

During the school year 1965-66, nearly 800 students were registered in the STAY program. The average daily attendance was 360. There were 148 students graduated in June 1966.

A six-week STAY program was conducted at Dunbar High School in the summer of 1966, with 730 students enrolled.

At STAY's most recent commencement in June 1967, 200 students were graduated.

An innovative and very successful addition to the STAY program was initiated in 1967 -- the establishment of a nursery school to care for the students' children while they attend classes. The lack of child care was a major problem for many students at STAY and a cause of absenteeism. Under the supervision of the Home Economics teacher and school nurse, designated members of the Home Economics class tended to the routine care of the children. The children ranged in age from six months to three years. Mothers of these children relieved the student attendants during the lunch period of 50 minutes. At this time, the parents fed their children prepared formulas and food brought from home. Such a center provided training in child care as part of the total homemaking program.

The STAY program was honored in 1967 by the National Education Association and Parade Magazine as a program "for leading the way to better education for America's youth."

The purpose of this program was to offer an opportunity for high school dropouts to complete their education and obtain a high school diploma.

BUDGET AND COST PER PUPIL

The budget allocated for the six-week summer program was $48,350. There were 874 students enrolled. The cost per pupil was $55.

The budget for the school year 1966-67 was $243,369. For 766 students, the cost per pupil was $318.

PARTICIPANTS

Any boy or girl between the ages of 16 and 21 who had dropped out of school and was interested in earning a high school diploma could attend the STAY program. The student must have a recommendation from a previous school, not be considered a severe disciplinary problem, and have completed the 8th grade. Enrollees were not expected to adhere to school boundaries; attendance at STAY by zone was waived.

About three times more girls than boys attending the program have met the requirements for graduation from high school.

STAFF

Administrative:
- 1 Principal
- 1 Assistant principal
- 2 Counselors
- 1 Nurse
- 1 Librarian
- 1 Registrar
- 1 Book clerk
- 3 Teacher-aides

Teaching: 5 English teachers
2 Social Studies teachers
9 Peace Corps workers
2 Math teachers
1 Office machines and typing teacher
1 Typing teacher
1 Spanish teacher
1 Home Economics teacher
1 Child Care teacher

Selection and assignments were made by the Board of Examiners of the District of Columbia Public Schools.

ENRICHMENT SUMMER SCHOOL - SECONDARY

Summer, 1966

DESCRIPTION AND OBJECTIVES

This six-week summer program offered noncredit enrichment courses to junior and senior high school students in areas such as art, music, home economics, shop, foreign languages, and science. In most instances, these courses were offered at schools where a regular summer school was in operation. Funds from the Title I Elementary and Secondary Education Act provided additional staff, faculty, materials, and supplies for the enrichment classes.

In the summer of 1966, enrichment courses were offered at Cardozo, Eastern, and Wilson Senior High Schools, and at Backus, Langley, Hine, and Kelly Miller Junior High Schools.

The objective of this program was to offer a summer program to junior and senior high school students in which they could acquire practical knowledge and skills and explore in depth areas of their particular interests.

BUDGET AND COST PER PUPIL

The budget allocated for this program was $114,800. The cost per pupil was approximately $73.

PARTICIPANTS

There were 1581 pupils enrolled in this program, which was less than the anticipated enrollment. The decision to offer this summer program came shortly before the end of the regular school year, so there was very little time to inform students about the program. In some instances, teachers assigned to this program recruited students for their classes.

Senior high school students did not respond as well as junior high school students, as many of the older boys and girls were seeking summer jobs. Attendance was voluntary, with the understanding that students should not be absent more than two consecutive days.

STAFF

Most of the teachers were from the regular school system of the District of Columbia and trained in the various subject areas. Sewing teachers, music teachers, typing teachers, etc., from the regular schools were employed for these areas offered in the summer.

EXTENDED SCHOOL DAY

Summer, 1966

DESCRIPTION AND OBJECTIVES

This summer program was an example of community use of school buildings after the close of the regular school day. The Extended School Day Program provided non-credit instruction in such subjects as art, business, English, science, home economics, and industrial arts. Students came to the school up to three hours a day, from afternoon until 6 p.m., and attended any classroom of their choice. The design of the program was unstructured and left a great deal of freedom in attendance and program selection. There was some recruitment for the program, but many people heard about the Extended Day and came to investigate.

The purpose of this program was to provide non-credit instruction to all those desiring it, and to provide community educational services.

BUDGET AND COST PER PUPIL

The budget for the program was $28,632; the cost per pupil was $40.

PARTICIPANTS

There were 716 people in the program. Some of the participants were from secondary schools and some had been out of school for many years. Many of the participants were adults. There were no restrictions placed on enrollees.

STAFF

Each of the two centers in the program had one director. Some of the teachers were from the public school system; many of them were people experienced in a specific subject area.

WEBSTER SCHOOL FOR GIRLS

Summer, 1966
School Year, 1966-1967

DESCRIPTION AND OBJECTIVES

Rehabilitation toward economic independence is the main aim of the Webster School for pregnant school-age girls. An experimental program and one of a very few of its kind in the United States, the Webster School for Girls was financed by a grant from the Children's Bureau of the Department of Health, Education, and Welfare in 1963 for a period of three years. This grant expired in May 1966. The program was evaluated and, on the basis of the findings, funds were granted for the continuation of the program through the Title I, Elementary and Secondary Education Act of 1965.

This program was designed to enable pregnant school-age girls to continue their education while awaiting delivery of their child, and to encourage them to complete their high school education after the birth of their child. The curriculum at Webster was primarily academic and the educational standards rigorous. Special classes, however, were given in nutrition and child care, and the girls received regular physical examinations and were further aided by psychologists and social workers to help them understand and prepare for a better future. The social workers also encouraged the girls' families not to reject them.

Since 1963, 693 girls have attended Webster School. The girl attends this school from the time she is required to leave her regular school until at least six weeks following delivery -- a period of four to six months.

Teachers, social workers, psychologists, nurses, doctors, and nutritionists were employed in this program.

The primary objectives of this program were:

1. To help the girls keep up in the required school curriculum while awaiting the birth of their child
2. To provide home visiting teachers for home instruction when the girls cannot attend school because of illness
3. To provide prenatal care and instruction
4. To provide psychological help when necessary
5. To provide social service help to the girls and their parents

BUDGET AND COST PER PUPIL

The budget allotted for the 6-week summer program in 1966 was $17,796. The cost per pupil for the 62 girls attending this program was $287.

The budget allotted for the school year 1966-67 was $114,609. The average cost per pupil of the 153 girls attending was $749.

PARTICIPANTS

This program served pregnant girls from the 7th through the 12th grade. Many more girls were referred for attendance at the Webster School than the facilities permitted. In the fall of 1966, 526 girls were referred but the facilities permitted the enrollment of only 153 of them.

Selection was made on the basis of the following criteria:

1. Number of months pregnant (generally not over four months). It is felt that the goals of this program can best benefit the girls in early months of pregnancy.

2. Desire of the girl to attend Webster School and to continue her education after the birth of her child.

3. Cooperation of the girl's family. Their cooperation was needed in aiding the girl receive the proper prenatal medical care and in helping her adjust to a normal life.

STAFF

In the school year of 1966-67 there were on the staff of the Webster School for Girls:

7 classroom teachers
1 visiting teacher
1 psychologist (half-time)
2 psychiatric social workers
2 nurses
2 nutritionists

The ratio of teachers to pupils varied according to how many girls were in school at one time and according to subject and grade patterns. Business education courses had the highest enrollment. The teacher:pupil ratio varied from 1:5 to 1:12.

SOCIAL ADJUSTMENT

Summer, 1966

DESCRIPTION AND OBJECTIVES

The Summer Social Adjustment Program was a distinct departure from the social adjustment program of the regular school year. Instead of having the problem students attend special classes in their own school, usually at the end of the regular school day, the summer programs utilized two junior high schools, one for the boys and one for the girls, and the program for the entire day was designed especially for helping the problem students.

The basic structure of this six-week program included four non-credit courses, athletics, field trips, and a dynamic teaching staff, assisted by individual counseling services and psychiatric aides. Staff members were selected who were expert at working with children with emotional and behavioral problems.

There were numerious field trips to different kinds of activities such as ball games, open-air theater, concerts, and restaurants. A free lunch each day was part of the program.

A member of the research staff observed a class session of the girls' section which preceded a field trip to a Spanish restaurant. A Spanish teacher was called in that day to teach the girls the Spanish words for foods and to explain the customs of the Spanish countries and the manners to be observed at the restaurant.

Also at this class meeting, the requirements which the girls must meet to be re-admitted to the regular school classroom situation were reviewed. There was evidence of strict discipline in the program but the door was open for the students to discuss their problems with the staff.

The summer program was for six weeks, with classes from 8:45 a.m. to 12:15 p.m., Monday through Friday.

The basic purpose of the program was to attempt to create a more favorable attitude toward school and education on the part of the students and to prepare them to re-enter normal classroom situations with less anti-social attitudes.

BUDGET AND COST PER PUPIL

The budget for the program was $29,792; the average cost per pupil was $142.

PARTICIPANTS

The program was for children from the 7th and 8th grades who had behavioral problems in regular classroom situations. The students were recommended by the counselor in each Title I junior high school. Attendance at the summer program was voluntary. There were 109 boys and 100 girls in the program.

STAFF

The director of the girls' summer school was a professionally trained counselor. The director of the boys' summer school was a social adjustment teacher in his own school during the regular school year. The teachers on the staff were either social adjustment teachers during the regular school year or were experienced in this type of education.

COLLEGE ORIENTATION

Summer, 1966

DESCRIPTION AND OBJECTIVES

The College Orientation program was begun by Georgetown University three years ago. It was originally financed by the University and the National Science Foundation. During the summer of 1966, the D. C. Schools assumed part of the budget under Title I, ESEA. The six-week program worked with high school students who showed college potential, with emphasis on English and mathematics. The staff had counseling sessions with the students as well as individual tutoring sessions. In addition to regular academic work, students had cultural enrichment as part of the program, such as plays, tours, and trips.

The purpose of this program was to provide additional preparation for high school juniors and sophomores with potential for college work.

BUDGET AND COST PER PUPIL

The budget for the program was $23,400 from Title I funds. The cost per pupil was $241.

PARTICIPANTS

There were 97 students selected for the program. Students were recommended by principals based upon classroom achievement. This was a voluntary activity.

STAFF

The director of the program since its beginning was a member of the faculty of Georgetown University. His assistant was the principal of Randall Junior High School. The remainder of the staff -- teachers, counselors, and a reading specialist -- taught in the D. C. public and parochial schools.

GONZAGA COLLEGE PREP

Summer, 1966

DESCRIPTION AND OBJECTIVES

The Gonzaga Higher Achievement Program was a summer project sponsored and directed largely by the Society of Jesus Order of the Catholic Church, and in 1966 had been in operation for two years. It involved 59 boys in an all-day academic and cultural experience, and was designed for boys who had demonstrated college potential but only average or below-average achievement. The objectives of the program were (1) to improve the boys' motivation and achievement and (2) to prepare them for college preparatory work in high school. English and mathematics were the primary areas of concentration. The morning was devoted to scheduled classroom activities and the afternoons were for relaxed, free activities. During the morning the boys worked in small classroom groups concentrating on their weaker subjects, instead of following a diverse set of subjects. Their afternoon activities included such things as field trips, ball games, and plays. Throughout the program, attempts were made to obtain parent participation. They were also welcome to visit the program during the morning sessions. The actual parental participation in the program, however, was limited.

BUDGET AND COST PER PUPIL

The budget for this program was $5,880; the cost per pupil was $100 for a period of eight weeks.

PARTICIPANTS

There were 59 boys who registered for the program. Of the 59, 44 were from three public junior high schools and 15 were from parochial schools. These boys were selected by the school principals. There were four requirements: (1) completion of the 7th grade, (2) demonstrated ability to succeed in a college preparatory program, (3) reading at grade level, and (4) performance below potential. In most instances, these boys presented very few if any discipline problems.

STAFF

The director of Gonzaga High Achievement was the chairman of the Department of Latin at Gonzaga High School. He was assisted by a counselor from Spingarn High School. There were ten teachers in the program, seven from Jesuit schools and three from the public schools.

FUTURE FOR JIMMY

Summer, 1966
School Year, 1966-1967

DESCRIPTION AND OBJECTIVES

From 1965 to 1966 the Washington Urban League operated a program called Future for Jimmy. This program was designed to provide academic assistance to students in Kelly Miller, Shaw, and Terrell Junior High Schools. An examination of this project as part of a larger school-community program led to D.C. Schools participation in the program.

The purpose of Future for Jimmy was to provide assistance to students with difficult home situations by offering academic and counseling support, in an effort to improve the ability of these students to succeed in school.

This was a tutoring program for students from grades 5 through 12, with emphasis on reading and mathematics. Tutors were assigned two students and met with them two evenings a week for two hours each evening. The tutors were directed to employ imagination in helping their pupils; although standard classroom materials were available, dependence upon them was definitely not encouraged. In many instances newspapers, magazines, and trips to the library were used to stimulate interest. Some of the tutors used the Vocational Talent Exercises and Readers developed by the Education Research Project of The George Washington University. Every conceivable device or method was used to improve the skills and study habits of the students. The counselors and social workers of the Urban League also gave personal support to the students.

BUDGET AND COST PER PUPIL

The budget for the summer program was $46,751. The cost per pupil was approximately $159. This was not the overall cost of the Future for Jimmy program but only that required to support the tutoring program.

The budget for the winter program was $106,337, and the cost per pupil was $139.

PARTICIPANTS

The students were from grades 5 through 12 and were all in the D.C. schools. The enrollment for the summer was 288 and for the winter 766.

STAFF

During the summer the staff consisted of the director, one coordinator for each of the three centers, and approximately 145 tutors. The tutors came from varied backgrounds, and all of them volunteered their services. The only academic requirement was that they be high school graduates. It is interesting to look at the analysis of some of the information about these tutors: The group was nearly evenly divided between male and female; most of them (71%) were between 20 and 30 years old; 62% of them had a college degree; 60% listed needs of the students as the reason for tutoring, while the remaining 40% listed the desire for self-satisfaction as the reason.

The winter program was carried out by the same staff as the summer program.

SATURDAY PRESCHOOL ORIENTATION

School Year, 1966-1967

DESCRIPTION AND OBJECTIVES

The likelihood of a child's dropping out of school depends considerably on his attitude toward school and learning. It is much easier to foster a positive attitude in a small child than it is to correct a negative attitude in an older one. It is for this reason that many preschool programs were begun. The Preschool Orientation, although similar to Head Start, had a very unique feature: complete parent involvement. Younger siblings of those students with diagnosed educational handicaps, along with their parents, were involved in 20 Saturday morning sessions in 15 centers located in elementary schools. The children brought their parents to each meeting.

For part of the sessions, children and parents worked in separate groups. The children had recreation, language stimulation, and social behavior. They were given an apportunity to experience the pleasant aspects of school. Meanwhile, their parents had discussions designed to help them to understand better the nature of school and to show them ways in which they could help the children at home. During the middle of the morning the group had a snack and time for socializing. Then the parents and children spent the remainder of the morning together. This kind of activity enabled the parents to see their children in a school-type situation.

The objectives of the program were: (1) to insure enrollment at the earliest possible age of younger siblings of children who have serious educational handicaps, and (2) to provide parents with an opportunity to observe their children in a school situation.

BUDGET AND COST PER PUPIL

The budget for this program was $51,917. The average cost per child was $115.

PARTICIPANTS

There were 450 children in the program, and they lived in the neighborhoods served by the 15 centers in the program.

STAFF

In addition to the coordinator, there were 60 teachers and 30 teacher-aides.

EMOTIONALLY DISTURBED (EPISCOPAL CENTER)

School Year, 1966-1967

DESCRIPTION AND OBJECTIVES

This program is a three-year experiment with a therapeutic school and activity program for emotionally disturbed children, and a special program for their parents. It is a day program conducted at the Episcopal Center for Children.

Thirty-five children with identified emotional problems were selected for participation. For each one, a control child was selected and matched on the basis of age, intelligence, achievement, socioeconomic factors, and type or severity of disturbance. The control children were left in the regular school; most of them were placed in social adjustment classes. They were to receive no special treatment, and their records were to be checked continuously for changes of any kind.

The boys in the special program were placed in small classes (four or five students). Each boy was given work at his level and given only as much as he could handle without becoming upset at failure. The class arrangements were shifted a few times until a group was formed that could work well together. If for any reason a student became really disruptive in class, he was taken out of the room by a counselor, who talked and worked with him until the boy was sufficiently calm to return to class. Sometimes this required only a few moments, sometimes longer. Each counselor was assigned a specific area as his responsibility, and he remained near the classroom at all times.

Many activities were provided for the boys to augment their classroom experiences. There was a reading area open to them at all times. The grounds of the Center were open to the boys and the play areas were used extensively. Relationships between the boys and the counselors were strengthened on the playground; contact with men as well as with other boys was a basic part of the program.

All the parents were involved in sessions of some type. These were sometimes purely social, sometimes group-centered. The rationale for the parent involvement was that the ability of these students to function properly depended greatly on the atmosphere in the home. By involving the parents in the activities and by having parent-directed therapy, the staff felt that the boys would have a better chance of maintaining emotional stability.

There were five primary objectives which the staff of this project hoped would be accomplished:

1. Experimentation with imaginative teaching methods for resistant, hostile children.

2. Experimentation with flexible grouping methods that are suitable to public school situations
3. Experimentation with methods of working with families of such children and the effectiveness of such work on the child
4. Emphasis on the importance of early awareness of emotional problems in children
5. Developing an ongoing program for personnel who work with emotionally disturbed children

BUDGET AND COST PER CHILD

The annual budget for this program was $82,500, the average cost per child was $2,350.

PARTICIPANTS

There were 35 boys from the primary grades enrolled in the program. Each boy had shown definite signs of disturbance. Students with any evidence of primary mental retardation or psychosis were not selected. For each of the 35 boys in the Center (experimental group), there were 35 in regular schools (control group).

STAFF

The program was directed by the principal of Sharpe Health School and the director of the Episcopal Center for Children. The Center itself has had a resident program for emotionally disturbed boys, and has been providing in-service training for workers with emotionally disturbed children. In addition to the two directors, there were four teachers, four counselors, two social workers, and one clinical psychologist. All the teachers were women and were selected primarily for their ability to work with this type of children. All the counselors were men and were selected for the same reason. All eight of them had had training and experience in education.

EXPANSION OF LANGUAGE ARTS

School Year 1966-1967

DESCRIPTION AND OBJECTIVES

The Language Arts Program was designed to develop the oral and written language facility of culturally different children from kindergarten through grade 3. It was also designed to teach standard English to those children who speak an urban dialect. The major goals of the program were:

1. Creation of an environment which will foster the development of desirable language skills
2. The development of a language arts program designed to meet the needs of the pupils involved
3. Increased efficiency on the part of all teaching personnel participating in the project
4. Increased interest and support on the part of the parents of the pupils involved in the project
5. Development of effective techniques and new curriculum materials

In order to accomplish these goals, specially trained teachers using varied methods and devices provided language enrichment for the children. The teachers engaged the children in such activities as story telling, role playing, and making sound recordings, as well as disciplined, regular drilling in standard grammar and pronunciation.

In the school year 1965-66, this program was conducted in 16 D.C. public schools with funds other than Title I. In September 1966, funds from Title I provided for an expansion of the program, adding eight schools in the target areas to the program.

BUDGET AND COST PER PUPIL

The budget for the expansion was $67,342; the average cost per child was $15.

PARTICIPANTS

The 4627 participants were children in the additional schools in kindergarten through grade 3.

STAFF

A special language arts teacher was placed on the staff of each of the eight schools added to the project.

BREAKFAST AND PHYSICAL FITNESS PROGRAM

School Year, 1966-1967

DESCRIPTION AND OBJECTIVES

One of the primary catalysts in bringing about dropouts is dissatisfaction with school. Many students who have reached the dropout age have become thoroughly disenchanted with even the idea of education. In many instances, this desire to quit school has been growing since elementary school. It would follow, then, that the most effective attack on the attitude problem would be prevention, not correction. The Breakfast Program was designed with this goal in mind.

The original project was conducted at Perry and Bundy Elementary Schools. Its initial success led to its being extended to other schools in other sections of the city. In this program students from 26 schools participated in a daily routine of physical fitness. There were four junior high schools which served as centers: Eliot, Randall, Stuart, and Terrell. Students came to the center closest to their home school. The program started each day at 6:55 a.m. and ran until 8:30 in the morning.

The coordinator of the centers set up weekly goals for the students as well as guidelines to achieve those goals. Active participation in exercises and sports by the teachers and the aides was a most important factor in the planning. There were such diversified activities as tumbling, weightlifting, and basketball. The group was divided into four sections, with each group spending about 10 minutes at a given activity and then moving on to something else. In this manner no student pushed himself beyond his capacities. The emphasis was on physical fitness, not record-building.

At the end of the physical workout, students had a supervised shower period, lessons in daily bathing and cleanliness. Then came breakfast. The staff made certain that the entire morning would be a learning experience, instead of simply a way to spend time. After breakfast, the students were escorted back to their schools, and the school gymnasium was made ready for the regular school day.

The program was designed to prevent dropouts by providing an attractive physical education program and a good breakfast to students who displayed a lack of interest in school, poor performance, and poor attendance.

BUDGET AND COST PER PUPIL

The budget for this program was $149,764; the average cost per pupil was $119.

PARTICIPANTS

There were 1258 boys and 80 girls in the program from 26 schools, 23 of them target schools. Generally, the students ranged from grade 4 through grade 9, with the heaviest concentration from grades 5, 6, and 7.

STAFF

The four centers had an overall coordinator, and each center had one manager, eight teacher assistants, and eight school aides. The teacher assistants were physical education majors.

READING, SPEECH AND HEARING CLINICS

School Year, 1966-67

DESCRIPTION AND OBJECTIVES

Reading Clinic

The Reading Clinic services all public schools in the District of Columbia and has many staff members. The technicians not only assist those students referred to them by the classroom teachers, but also survey children on a routine basis to determine reading deficiencies.

Only a small part of the total costs of the Reading Clinic were supported with Title I funds. The Clinic's participation in the Title I program consisted of giving priority, where possible, to the needs of "identified" students. Diagnosis and instruction were by no means confined to identified schools or to target schools. When it was not possible to arrange for instruction in the student's own school or a nearby school, the instruction was provided at the Reading Clinic.

Speech and Hearing Clinics

The Speech and Hearing Clinics are located in the D.C. Teachers College. Part of the costs of the staff of the Clinics was paid from Title I funds. The purpose of the Speech Improvement Program of the Clinics was (1) to correct substandard speech, (2) to motivate children to want to speak better, and (3) to provide classroom teachers with a background for incorporating speech improvement into classroom activities. Staff members of the clinics visited all of the elementary schools in the city and with the help of the classroom teachers located those children most in need of speech and hearing therapy. Priority was given in any target area school to those children who were on the list of "identified" children. As the facilities for therapy were limited, not all children diagnosed as having speech or hearing difficulties could be served.

BUDGET AND COST PER PUPIL

The budget for these programs was $99,186, for an average cost per pupil of about $40 for the 2500 identified students served.

PARTICIPANTS

"Identified students" were given priority diagnosis and treatment.

STAFF

The regular Clinic staff members who normally worked with the target schools participated in these programs. Each program also had additional positions, the salaries for which were paid from Title I funds.

SATURDAY MUSIC PROGRAM

School Year, 1966-1967

DESCRIPTION AND OBJECTIVES

This program was a continuation of the summer music camp program of 1966. The purpose of the summer camp was to give each student concentrated individual instruction in music in a camp setting. The winter program brought students together each Saturday during the school year for continued instruction.

Ninety-four students from public schools of the District of Columbia attended Saturday classes for 30 weeks at Catholic University. Most of the instruction was conducted in group classes. Instructors worked separately with the string section and the wind sections and then the group played together as an orchestra. The group gave several concerts during the year.

In addition to the instructional and performance parts of the program, the group attended four major public activities during the follow-up program: a concert for the Conference of the Disadvantaged at Francis Junior High School, a concert at the National Christmas Tree, a concert at the Catholic University Music Auditorium, and an outing at Sandy Point State Park.

The attendance at the classes was excellent and there was considerable parental satisfaction with the program.

BUDGET AND COST PER PUPIL

The budget allocated for this program was $23,500. The cost per child was $239.

PARTICIPANTS

Ninety-four children participated in the Saturday Music Program. Sixty percent of them had attended the summer camp program. This was a voluntary program and children with interest and musical aptitude were recommended to attend by principals, teachers, and counselors.

STAFF

The staff, with the exception of the two music teachers from the District of Columbia Public Schools, were all instructors from the music department of the Catholic University.

URBAN SERVICE CORPS

School Year 1966-67

DESCRIPTION AND OBJECTIVES

The Urban Service Corps was established specifically to assist in the strengthening of education in the deprived areas of the District of Columbia. All of the Corps' Programs were based on the needs of the public school pupils, and, therefore, might be educational, cultural, occupational, medical, dental, or welfare. The primary focus was the development of expanded educational opportunity for disadvantaged children.

The Urban Service Corps was originally financed by private funds. One important contribution made by the Corps was the tutorial program which provided the schools with the services of almost 1500 volunteers. These volunteers included undergraduate and graduate students from the area's colleges and universities, wives of government officials, members of the Junior League, the Women's Advertising Club of Washington, volunteers from the Red Cross, artists, retired teachers, and parents. Innovative programs were organized as pilot projects, many of which were later adopted as permanent programs in the District of Columbia schools. These programs included Saturday School for Mothers and Pre-Schoolers, Widening Horizons, Remedial Reading Programs, Cardozo Building Maintenance School-Work Program, Better English for the Foreign-Born, Extended Day Program at Logan School, and the Early Morning Physical Fitness and Breakfast Program.

BUDGET

Federal funds in the amount of $150,466 for the fiscal year 1966-67 allocated to the Urban Service Corps under the Title I Elementary and Secondary Act of 1965 were used to expand and intensify the area of field trips for children in Title I schools, to provide clothing, eyeglasses, and hearing aids when needed, and to provide the salaries of seven staff members.

A. Transportation

Each school was allotted $200 to provide transportation for field trips. The school selected the bus company and made the arrangements. The bill was sent to the Urban Service Corps along with a report stating the date of the trip, number of children, number of busses, and destination. Below is a report of the children served in this capacity from February to June 1967.

Number of Title I schools - 90

Number of Students:	Elementary	39,197
	Junior High	9,637
	Senior High	5,142
	Vocational	2,500
	Parochial	4,518
	Total	60,994
Funds Spent		$27,314

B. Performances and Admissions

The Urban Service Corps paid the admissions costs to cultural events for 456 students at a cost of $911.78. These events included attendance at the Washington Performing Arts Society, the National Theatre, Arena Stage, and the National Ballet Society.

Cultural performances brought to the schools, such as the Garrick Players, the Washington Theater Club, and the Washington Contemporary Dance Foundations, gave 41,893 children the opportunity to enjoy these events. The cost for this part of the program was $8,610.

The remainder of the budget allocated from Title I funds to the Urban Service Corps was used for clothing, glasses, hearing aids, and staff salaries.

C. Clothes, Glasses, Hearing Aids

Title I funds enabled the Urban Service Corps to concentrate on children with needs such as clothing, hearing aids, and glasses.

(1) Clothes

A clothing center was opened at the Perry School. This service was intended to help principals and other school personnel lessen the material impediments (and attendant embarrassment or other evidences of negative mental health reactions) to children's readiness for learning. From January 23, 1967, to June 15, 1967, 889 children from 64 schools received clothing from this center.

Staff representatives and parents from all the Title I schools were invited to visit this center and observe the procedures of its operation. It was hoped that the Urban Service Corps clothing center would serve as a catalyst to help parents know and use services and resources that might exist in their own community.

(2) Glasses

A sum of money was allocated for the purchase of glasses for those children whose families indicated a need for assistance. Payment for glasses in whole or in part was provided by the fund. It was felt that if a parent could pay a portion of the cost it was wise for him to do so, thus giving him a sense of responsibility. This procedure also made it possible to reach more children.

This not only gives the parent a sense of responsibility but permits assisting more children. If the family indicated inability to pay any portion no pressure was used to do so.

Arrangements for eye examinations were made through the various hospital eye clinics or Gales School Eye Clinic by the parents or interested school personnel. From February to June 1967, 556 children received glasses.

(3) Hearing Aids

Hearing aids were provided for 56 children. The cost range of the hearing aids was from $75 to $260.

STAFF

Title I funds allocated to the Urban Service Corps were budgeted for the salaries of seven persons. These staff positions included an assistant superintendent, an assistant to the assistant superintendent, a staff member for the Logan Community School, a supervisor for the Perry School Clothing Center, two administrative aides, and a secretary.

READING INCENTIVE SEMINAR

School Year 1966-67

DESCRIPTION AND OBJECTIVES

One of the significant characteristics of school dropouts is serious reading retardation, usually two or more years below grade level. This reading limitation also seriously damages their opportunities to succeed in all subjects. Among deprived students, the reading problem often is closely related to a lack of incentive and to the absence of books. While these students can read, they read slowly and have little interest in reading, and as a result they do not practice reading.

Reading Incentive Seminars were established for these students. It was hoped that these seminars would serve as an inspiration to encourage every student enrolled to develop his capabilities and abilities and at the same time mature his desire to read. It was felt that these ends could best be attained in small, informal groups which would allow for freedom of self-expression.

Students were encouraged to schedule free periods or after-school hours for the seminars. Attendance was voluntary and no grades were given.

As part of this program, paperback books were given to the students. It was believed that when students actually own books and have the opportunity to discuss the books, their reading improves. During the school year 1966-67, $5,000 worth of paperback books were distributed to students participating in the seminars.

Reading Incentive Seminars were conducted at Dunbar and Eastern High Schools and at Eliot, Hine, Langley, Stuart, and Terrell Junior High Schools. Funds provided through Title I for this program made possible the addition of more classroom teachers and reading teachers so that special emphasis could be given to the reading problems of the students.

Typical of a successful reading seminar was the program conducted at Langley Junior High School in 1966-67. Two hundred interested students were selected by the teachers. The seminars were conducted by English teachers once a week during a regular English period. The classes were limited to 12 students. One specific goal of the program was that each child be encouraged to participate in each session, to talk about things he had read and compare his thoughts with others in the seminar.

The areas of study covered a wide range. One seminar group chose poetry; another group chose as their theme, "Enjoying the Opera"; one class compared West Side Story with Romeo and Juliet; another class read the plays and attended the productions presented at the Arena Stage. In each instance, each child in the class was given his own copy of a paperback book of the subject under discussion.

The primary objective of the Reading Incentive Seminars was to stimulate junior and senior high school students to read more by providing them with paperback books in subjects in which they were interested and arranging for seminar-type discussion groups.

BUDGET AND COST PER PUPIL

The budget allocated for this program was $296,962. The cost per pupil was $100. This budget included the provision of the addition of 35 teachers and the purchase of paperback books.

PARTICIPANTS

There were 2,975 participants. Generally, students volunteered for this program. In some schools, the teachers selected the students using various criteria for selection, the interest of the student being the most important.

STAFF

The addition of 35 teachers made smaller classes in English possible and provided reading specialists. In some schools the selection of staff was on a volunteer basis. Generally, English teachers were the mainstay of the program.

PRE-SCHOOL PROGRAM, MODEL SCHOOL DIVISION

School Year 1966-1967

DESCRIPTION AND OBJECTIVES

This Model School Division program provided kindergarten-readiness experiences for its children. Unlike the summer or Saturday programs, the Model School Division program had a built-in day-care provision. Children came to one of five centers, and spent their days in nursery activities. The children took field trips to such places as the zoo and farm areas. The day-care aspect of this program was a very important one, because mothers of these children often needed to work but could not afford the usual babysitter's fee. In the program the child was taken care of physically and stimulated mentally and socially.

Near the end of the school year one of the centers, St. Stephen's Pre-School, participated in a language/social exchange with some of the children from the Bethesda-Chevy Chase Cooperative Nursery. For the first session the Bethesda children went to St. Stephen's for a morning of sharing. The highlight of the morning was a shared language experience using the picture books that had been developed by the Education Research Project for use with Head Start and similar groups. Also, the children played games together and shared a late morning snack.

At another time the St. Stephen's children visited Bethesda-Chevy Chase for a morning's activities. They had a second language experience, played games indoors and outdoors, and had a songfest. This small degree of involvement was just a sample of the interchanges possible between groups of children.

The Pre-School Program was designed to offset the school problems which children from lower economic and cultural family backgrounds frequently have. This was done by providing direct contact with as many aspects of urban life as possible. The program offered both an instructional and a day-care program for disadvantaged children, aged three to five, and provided an educational program for their parents.

BUDGET AND COST PER PUPIL

The budget for the program was $248,314. The average cost per child was $621.

PARTICIPANTS

There were 400 children in the program this year. They were three, four, and five years old and were selected from the lowest economic brackets in the Model School Division area. The parents of the children were involved in an educational program and learned in what ways they could contribute in increasing their children's readiness for regular school.

STAFF

In addition to the director, there were ten teachers. The director and teachers had regularly scheduled discussion periods in which methods and instructional aids were brought forth. The centers were St. Stephens, John Wesley Pre-School Center, Salvation Army Pre-School, Augustana Pre-School Center, and Florida Avenue Pre-School.

MSD EXTENDED DAY--DOUBLE BARREL

School Year 1966-67

DESCRIPTION AND OBJECTIVES

Among the many special programs within the Model School Division in previous years, there were the Extended Day Project and Project Double Barrel-Early Identification. The Extended Day Program kept the school facilities open for community use after regular school hours. The Double Barrel-Early Identification Program sought to recognize potential problems at the earliest possible age. The two programs were combined for the 1966-67 school year. The Extended Day-Double Barrel Program became fully operational in January 1967.

In this program college students from Trinity College, Catholic University Howard University, and D.C. Teachers College were selected by their colleges as possible counselors. Each prospective counselor was then interviewed by the coordinator of the program and either accepted or rejected. Then, those accepted were sent for an interview to the counselor in any one of the following schools: Meyer, Garrison, Bruce, Monroe, Montgomery, Morse, or Bancroft Elementary Schools, or Banneker or Shaw Junior High Schools. From a list of children who were to be a part of the program, the school counselor then selected a small group of children to work with each of the college students. The ideal number was to be five children to one college student, but because of the shortage of college students, this ratio was not possible.

The college student worked with his group after school and on weekends. He worked with them individually and collectively. He tutored them, took them to various activities, and aided them in achieving personal adjustment; in fact, the personal adjustment was the most important part of the program.

Also, the counselors visited the homes and conferred with the parents in an effort to help the children. Teachers were consulted in order to keep activities well coordinated.

The counselors submitted a work sheet for each day's activities. This sheet called for information about work covered, home visits, conferences with other interested persons, activities, and questions, as well as a record of actual time spent with the students.

The purpose of the program was to help children with potential problems to adjust to their personal difficulties by fostering a close relationahip with a college student who was matched to his personality as much as possible.

BUDGET

The budget for this program was $38,427; the average cost per child was $307.

PARTICIPANTS

There were originally 26 college students in the program; only a few of these were men. They came from the four colleges mentioned above and included freshmen, sophomores, juniors, and seniors. By May 1967 the number had dropped to 16. The college students were on a work scholarship program and carried a limited number of credit hours each semester. The Model School Division submitted to the colleges the number of hours their students worked during specified periods, and the colleges paid the students.

The 125 school children in the program were selected by the school counselors from the recommendations of the teachers. The participants were not always the most economically disadvantaged; they were the personally disadvantaged.

STAFF

There was one director who coordinated all the activities of the program.

MSD RAYMOND KINDERGARTEN PROGRAM

School Year, 1966

DESCRIPTION AND OBJECTIVES

The project that is now the Raymond Kindergarten Program began in 1964 as a nursery project at Howard University under the sponsorship of the Children's Bureau. The children, selected from the lowest and nearly lowest economic brackets in the specified areas, were assembled to receive intensified, quality, preschool education. The purpose of this program was to determine whether scholastic achievement of deprived children could be measurably helped by quality preschool experiences. Thirty-eight children attended nursery school at Howard. In addition to regular kindergarten readiness, the children received as much attention and assistance as the staff could provide.

In the third year, however, the program had to be relocated because Howard University could not provide a kindergarten situation. The Raymond Elementary School was selected because it could provide the proper space. Whereas most kindergarten children are in school only half-day, these children spent the entire day at the school. The transportation to and from school was provided by the program, and the children were given breakfast and lunch at school. Small cots were furnished for them to take an after-lunch nap each day. The children were given kindergarten experiences, reinforced by large measures of attention and care. Furthermore, the families of these children were included in active participation. In many instances, the social worker associated with the program was able to refer the families to the proper agencies for assistance in solving problems. The parents' reactions and cooperation improved steadily throughout the year.

There were also limited medical and dental services provided for the children, with follow-up visits where necessary. Field trips were included in the program where this seemed advisable.

BUDGET AND COST PER PUPIL

Only a small portion of the total budget for this program came from Title I sources; most of it was provided by the Children's Bureau. The Title I budget was $12,847, which provided the salaries for two staff positions.

PARTICIPANTS

There were originally 38 children selected for the program from the areas around the following elementary schools: Cleveland, Gage, Grimke, Montgomery, Morse, and Thomson; all were preschoolers. When the group moved to the second phase, the enrollment had to be reduced to 30 in order to have a more workable kindergarten group. In addition, there was a group of children who were labeled for the control cases. This then provided the study with three groups of children: those who were in the program since the beginning (three years), those who were involved for two years only, and those in the control group.

STAFF

The program had one head teacher who was selected for her experience with kindergarten children and her interest in early education; there was also a co-teacher who was a Cardozo intern. They were assisted by one teacher-aide and one NYC aide. The project is being evaluated by the Social Research Group of The George Washington University.

MSD NONGRADED INTERMEDIATE SEQUENCE

School Year 1966-1967

DESCRIPTION AND OBJECTIVES

In an effort to evaluate the non-graded or ungraded intermediate sequence for use in the District of Columbia Public Schools, a project was introduced in 1965 at the Cleveland Elementary School.

In the non-graded intermediate sequence, grade levels were removed and children were placed in flexible groups in which achievement levels were set up to insure the children's understanding of what was to be learned. Each child moved through the levels of the curriculum at his own rate.

The program began with 100 fourth-grade children. There was concentration on the development of a reading curriculum. The Bank Street Readers, which are reading books designed for inner-city children, replaced the previously used basic readers.

During the second year, curriculum materials were developed for other subjects and Team Teaching became part of the program. Also during this year, the non-graded intermediate program was introduced in seven other elementary schools in the Model School Division.

The following guidelines were established for the Non-graded Intermediate program:

1. The program provided for continuous individual progress for all children, avoiding compounded failures for some and "marking time" for others.

2. All grade level designations were removed.

3. Grades four through six were reorganized so that children would progress in accordance with their own ability, stages of development, and actual completion of segments of work.

4. Children were placed in groups named by letter instead of number, to avoid confusion with grades. Groups were organized according to predicted success as indicated by Reading Tests and the judgment of teachers.

5. Six or nine specific levels of reading attainment were set up. When a child finished one level, he moved immediately to the next, sometimes in the same room or perhaps in another room. Each teacher had two or three levels in her room, but no more.

6. Parents were included in the planning for the non-graded organization so that they would be familiar with the goals of the program.

The objectives of this program were:

A. To provide a school range which offered variable time periods for completion of the intermediate blocks.

B. To change the focus from how a child was achieving in comparison with the standards of his level to how he was achieving in terms of his own ability and stage of development.

C. To strengthen the quality of instruction by lessening the range of variability.

D. To modify or replace traditional materials and teaching methods if these proved inadequate in the teaching of the culturally deprived child.

E. To develop a program to enhance the quality of interpersonal relationship between the parents and their children.

F. To study, experiment, and analyze procedures and practices as they related to the child's experiences in and out of school.

G. To work cooperatively with all community agencies concerned with child growth and development.

BUDGET

The budget allocated for this program was $11,944, which provided for one supervising director.

PARTICIPANTS

One hundred fourth-grade children at Cleveland Elementary School (in the Model School Division) were selected in 1965 to participate in this program. The program continued with this group in 1966-1967 and was introduced in seven other elementary schools--Bancroft, Bruce, Bundy, H.D. Cooke, Garrison, Harrison, and Meyer. The number of children receiving instruction under the non-graded intermediate sequence in these schools totaled 1,061.

STAFF

Fifty-two elementary school teachers participated in this program. A two-month in-service training program for teachers was conducted at four centers in the District of Columbia Public Schools.

READING PROGRAMS
(MODEL SCHOOL DIVISION)

School Year 1966-1967

DESCRIPTION AND OBJECTIVES

It is widely recognized that a deficiency in reading ability is a serious handicap that follows an individual throughout his life. The children in the Model School Division have clearly demonstrated such a deficiency. Because of the severity of the handicap, no single method of reading instruction can supply the language needs of these children. Therefore, the Model School Division and the Reading Clinic have implemented more than fifteen reading programs in the Division schools. The programs were placed so that no one school had every method. The purpose of the program was to develop techniques and discover materials for reducing reading retardation in the Model School Division and throughout the entire school system. Combinations of reading programs were tried out in various schools at different levels. It was hoped that such experimentation would lead to an effective grouping of reading programs.

Kindergarten Level

The Learning to Think Series trained a child to think through a set of problems related to language and to find the correct answer. Such a process developed reasoning powers as well as the ability to crystalize specific ideas. When the child goes into the first grade and begins reading, his mind is expected to be more receptive to reading development. The exercises cover all of L. L. Thurstone's primary mental abilities. The program was used with two kindergarten classes at the H.D. Cooke Elementary School.

The Ginn Language Program used the child's pre-school experiences to develop his reading readiness. He was also provided with language enrichment. The emphasis was placed on oral language development. This program was used with classes at Grimke, Harrison, Bancroft, and Raymond Elementary Schools.

The third kindergarten program was the Peabody Language Kit. This kit was designed to stimulate the language growth of disadvantaged children. Level I of the kit was used with classes in Park View, Monroe, and Bancroft, for stimulating verbal skills as well as for reading readiness. Level II, however, was a supplementary program to be used with the basal reader and was used in two second-grade classes at Garrison and one second-grade class at Park View.

Another kindergarten program was a reading readiness program. It emphasized oral language with just a small amount of reading included. Magnetic figures were affixed to a large metal board which contained a background picture. The figures could be people, animals, or buildings, and the background could be a farm, a playground, a fantasy land, or anything similar. In many instances, the figures were used without a background picture. The purpose of the equipment was to encourage the children to talk or to engage in role-playing. The program was used in Raymond Elementary School to a small degree.

Primary School Programs

Words in Color was designed to teach primary children how to read and write. This method called for the association of a color with a particular sound. All phonetic symbols for the same sound had the same color. The child then had less confusion with sound since each sound had one and only one color. Also, the child learned reading and writing at the same time. This program was under the supervision of the Reading Clinic and was used in two first-grade classes in Cleveland and Grimke Elementary Schools.

Initial Teaching Alphabet (i/t/a) used a different symbol for each of the 44 phonemes in the English language. By using this method, the teacher could avoid the problems often encountered when one letter represents many sounds or one sound can be made by more than one alphabetic symbol. The project was conducted in first- and second-grade classes in Bruce and Monroe Elementary Schools.

Unifon was a reading program designed to teach reading phonetically through a revised alphabet using one sound for one capital letter symbol. These materials were used in one first-grade class each in Shadd, Bancroft, Cleveland, Grimke, and Harrison Elementary Schools.

Lift Off to Reading (formerly called Basal Progressive Choice), taught reading skills to first- and second-grade children. The students followed a programmed series of reading selections under the teacher's supervision. The materials had a structured vocabulary, thereby enabling a greater degree of success. Lift Off to Reading was designed so that, upon completion, the child was reading at least at the fourth-grade level. Since this program did not offer sufficient language enrichment to the children, other literature programs were included in the classrooms as supplements. The program was held in two classes each at Harrison and Garrison Elementary Schools.

Language Experiences in Reading built reading instruction upon the child's own language. Reading, listening, writing, and speaking were interrelated and served to reinforce each other. Much time was spent in listening to and writing about poems and stories. The program was located in Grimke and Harrison Elementary Schools.

Robert's English Series used reading materials to teach the students the structure of the English language. The reading selections served as a demonstration of English actually being used. Accuracy as well as sensitivity in reading were also stressed. This program was used in one second-grade class in Meyer and in one third-grade class at Garrison.

The Bank Street Readers provided reading materials based upon situations very similar to life in a large city. The stories reflected the multicultural, multiracial bigness of any metropolis. There were six books in the series, each with its own workbook. They were used with one second-grade class at Harrison, two second-grade classes at Park View, one first-grade and one second-grade class at Monroe, and one first-grade class at Bancroft.

Sounds of Language was based on the premise that language is learned first through the ear and then through the eye. In the program, language was taught as a whole, not as so many individual words. The reading selections were from science, social studies, arithmetic, and literature. One class at Monroe and two classes at Garrison experimented with the program. The class at Monroe was an i/t/a group and used Sounds of Language as the transition.

The Science Research Associates Laboratory was one that covered the wide range of reading ability. The laboratory materials were designed to be used for all reading levels, primary through high school. The rationale for the program was that a more positive attitude toward reading can be developed through the use of reading materials that appeal to the children. Therefore, a student begins at his level--not at some arbitrarily chosen point--and progresses at his own speed. The materials were used to (1) remove pupil frustration caused by materials at too advanced a level, (2) provide orderly progress from one reading level to another, (3) stimulate a genuine interest in reading, and (4) broaden the student's cultural background through the reading. These were accomplished through the use of laboratory kits which contained items on various reading levels and interests. The entire program was designed as a supplement to the basal reader. During the past school year the program was used in H.D. Cooke (the entire school), Park View, Meyer, and Grimke Elementary Schools, Shaw and Banneker Junior High Schools, and Cardozo Senior High School.

Intermediate Programs

The MacMillan Spectrum of Skills and Spectrum of Books had two phases. The Spectrum of Skills was designed to develop word analysis, vocabulary development, and reading comprehension, as well as other reading skills. This was done through the use of color-keyed booklets with built-in self-correction. Each student was given a diagnostic test and then began at his own level and worked at his own pace.

The second phase of the program was the reading-to-learn stage. The stories in the books were juvenile fiction to appeal to the children in the intermediate grades. The materials also were designed to foster reading for enjoyment. The Spectrum was used with one fourth-grade and one sixth-grade class at Monroe and one third-grade class at Park View.

Secondary Programs

Reading in High Gear (formerly called Accelerated Progressive Choice), was similar to the Lift Off to Reading program in the primary level; this program was geared to the secondary school student. By building skills through presenting materials in small, sequential segments, student reading level was brought to the eighth-grade level. The program kept the student constantly aware of success. During the past school year, the program was used in one class each in Banneker and Garnet-Patterson Junior High Schools and in two classes in Cardozo Senior High School.

The SRA Reading Labs were used in the Shaw and Banneker Junior High Schools and the Cardozo Senior High School.

Gateway English was a reading program for disadvantaged adolescents. In addition to providing experiences in reading, the program offered an improved self-concept to the students. The four books in the series were Stories in Song and Verse, A Family is a Way of Feeling, Who Am I? and Coping. Gateway English was used in two classes at Banneker Junior High and in seven classes at Shaw.

BUDGET AND COST PER PUPIL

The budget for the programs was $40,000; the cost per child was $8.

PARTICIPANTS

The 5005 students in these programs were scattered throughout the Model School Division.

STAFF

There was a coordinator of the reading programs for the Division. In addition, various teachers and teacher-aides were involved. Teachers were selected on the basis of interest as well as skill and experience. In some instances, new teachers were used.

MSD CULTURAL ENRICHMENT PROGRAM

School Year 1966-67

DESCRIPTION AND OBJECTIVES

Within the Model School Division there had developed a desire that the children in the Division be exposed to the cultural advantages to be found in the many art forms in Washington. The Cultural Enrichment Program was an attempt to provide this enrichment. The program was carried out in three ways: (1) by arranging for children to have direct contact with the artist and his work, (2) by bringing expressions of international culture to the schools, especially by way of the embassies, and (3) by developing an awareness of the uniqueness of Washington as the nation's capital. Students became acquainted with art in the District of Columbia through visits to the schools by artists, through programs shared with other schools, and through some field trips. An attempt was made to see that all the activities had a direct connection with the school work being covered at that time. There was a particular emphasis on the applicability of the activities in the program with language arts, literature, and history.

Whenever an event was scheduled -- whether at the school or elsewhere -- the teacher used her guidelines for suitable preparation. The discussion covered such topics as the purpose of the event, the proper social behavior, and expectations. The students also had a discussion after the program to make sure they got the most out of it. In many instances, the performers had discussions with their audiences. In short, every effort was made to provide the students with educational, yet enjoyable experiences.

Teachers were given an opportunity to evaluate each program in the following areas: length of program, education content, artistic content, appearance, quality, and the artists' ability to establish rapport with the children. This type of evaluation was used to plan for other special events.

The purpose of this program was to give disadvantaged children the opportunity for cultural enrichment experiences available in the Washington area.

BUDGET AND COST PER PUPIL

The budget for the program was $20,737. The cost per child was approximately $1. This money was spent, primarily, for transportation.

PARTICIPANTS

The entire enrollment of the 18 schools in the Model School Division was involved in this program. The programs were scheduled to include approximately 16,000 children each month.

STAFF

The director for the program was a former elementary school teacher who had begun a cultural enrichment program in her own school. There is no other staff member.

MSD ENGLISH IN EVERY CLASSROOM

School Year, 1966-67

DESCRIPTION AND OBJECTIVES

English in Every Classroom was designed to coordinate the English problems of other subject areas with the English taught in the English classroom. History teachers were to assign composition work and give the papers to the English teachers for correction at stated intervals. Less frequently, mathematics teachers were to do the same. Teachers in other subject areas were encouraged to submit papers to the English department for correction, also. English, mathematics, and history teachers formed partnerships; that is, Mrs. A would give all of her papers to Mrs. B. It was designed so that the teachers who were partners had the same classes, and so the English teacher would check papers to see if material covered in the English classroom was being carried over to the students' other classes.

Another part of English in Every Classroom was reading in every classroom. Reading material was provided by having a copy of a daily newspaper, donated by the Washington Post, available for every student in every class. A set of newspapers was left in every room every morning. Teachers would use sections or articles related to their specific subject areas.

The English classes themselves were innovative. Most had paired teaching -- two English teachers who would work together to provide more individual attention for the students. Teacher Number 1 was to keep all records and make all lesson plans. Some days both teachers would conduct the lesson. During tests or other seat work, both teachers would circulate to help the children with problems. Sometimes the class would be split into two discussion groups with one teacher working with one group and the other working with the other group. No teacher was "Number 1" in all classes. On an average, the English teachers had four classes, and a teacher would be Number 1 in two and Number 2 in two. Some teachers also had a fifth class alone.

No standard textbooks were used. Units of work, lasting from one to six weeks, were based on paperback books. There were no ready-made unit plans -- teachers made up their own units. One unit on boxing used Victory Over Myself, the autobiography of Floyd Patterson, as its "text". Vocabulary was taken from the reading material. Students followed boxing news in the newspapers and made special reports on boxing from sports magazines. Related topics for writing were "Why I Like (Dislike) Boxing," "Should Boxing Be Banned," "My Favorite Sport," etc. Several papers were written comparing Cassius Mohammed Ali Clay with Patterson.

Some units used no books, except occasional reference material from the library. Classes made up their own plays and presented them for units on drama. A unit on adjectives and adverbs and another on parts of speech used pictures as source material. One unit on the telephone -- proper speech, etc. -- used equipment donated by the Telephone Company. Units were typed up and turned in for use by other teachers in future semesters.

A journal, a diary of school and personal events, was used to encourage writing every day. The journal degenerated into a "slang book" and was gradually discontinued. Most teachers, however, assigned some type of written work each day.

There were many field trips, related to the class work, to enrich the students' experiences and understandings.

BUDGET AND COST PER PUPIL

The budget allocated for this program was $25,403. All of the students at Garnet-Patterson Junior High School participated in the program. The enrollment at Garnet-Patterson was 955 students, making the cost per child approximately $27.

STAFF

All the English, mathematics, and history teachers at Garnet-Patterson Junior High School participated in this program. Also, the budget provided for the addition of two English teachers to the staff.

A coordinator conducted an orientation program and workshops throughout the year for this program.

Chapter 4

PATTERNS OF PROGRAM PARTICIPATION

A large number of programs were funded under Title I during the summer 1966 and the 1966-67 regular school year. These are listed in Table 4-1. Their Project Code numbers are given in the table.

Table 4-2 gives a classified breakdown of the programs and includes the budget, enrollment, and cost per pupil for the various programs and major services. As can be seen, there is a wide range of "intensity" or "depth" of services provided by the different programs. The cost-per-pupil figures represent the amount of Title I funds per student and do not include the cost of the regular teachers when they are used. They represent costs over and above the usual expenditure per pupil.

A wide variety of kinds of pupils were included in the various programs and services. Some programs were for identified students only (including those in nonpublic schools.). Others were broader in their coverage. However, with few exceptions, most participants were from the 77 target area schools for low-income areas in the inner city.

Many students were in multiple programs or services. Some were in as many as four groups.

A sample of 551 "identified" students (5.3%) for whom complete data* were available, was examined and the programs in which they had participated were listed. The cost of each program on the list was obtained from Table 4-2. The total cost for each student and the number of programs in which he had participated are given in Table 4-3. This shows that the average Title I expenditure for the identified students was $116.51, and that the average number of programs participated in by identified students was 1.76. The table also shows that 2.7% of the identified students were in four or more programs, and that about 3.8% of these students had more than $300 of Title I funds spent on them.

Nonpublic Schools

There were eleven parochial schools in the District of Columbia classified as Title I schools.

Pupil Personnel Worker Teams. The Pupil Personnel Worker Program of the District of Columbia Public Schools worked with identified children

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* Complete data available for a student means that both the June 1966 and the June 1967 Student Evaluation Forms for that student were available on the master tape used in the analysis. As these evaluations were made by the teachers in the regular schools in the target area, those students who were in special schools, such as the Episcopal Center for the Severely Emotionally Disturbed, Webster School for Girls, etc., were not in the complete data tape. For a list of the programs not included, see the note at the bottom of Table 4-3.

TABLE 4-1

List of Title I Programs with Corresponding Program Codes

	Program Code Numbers							
	Summer '66		Winter 1966-1967					
			Not MSD		MSD*		Special School or Out of Sch.	
Programs and Services	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.
Pre-Kindergarten	201	-	-	-	-	-	-	-
Primary Summer	202	-	-	-	-	-	-	-
Music Camp (Resident)	203	-	-	-	-	-	-	-
Resident Camp (YMCA)	204	-	-	-	-	-	-	-
Age 13.7 Reading Program	206	-	-	-	-	-	-	-
Hearing Impaired (Kendall)	207	-	-	-	-	-	-	-
MSD Inst. & Demonstration School	208	-	-	-	-	-	-	-
Harrison School-Community	209	409	-	-	-	-	-	-
Severely Mentally Retarded	210	-	-	-	-	-	-	-
Physical Fitness	212	-	-	-	-	-	-	-
Team-Up	213	-	-	-	-	-	-	-
Teacher-Aide Training (Howard U.)	214	-	224	-	-	-	-	-
Sharpe Health (Special School)	410	-	-	-	-	-	-	-
Pupil Personnel Services	231	231	231	231	-	-	-	-
STAY (School to Aid Youth)	-	401	-	-	-	-	-	422
Enrichment Summer School	-	402	-	-	-	-	-	-
Extended School Day	-	403	-	-	-	-	-	-
Webster School for Girls	-	404	-	-	-	-	-	421
Social Adjustment	-	405	-	-	-	-	-	-
College Orientation	-	406	-	-	-	-	-	-
Gonzaga College Prep	-	407	-	-	-	-	-	-
Future for Jimmy	-	408	230	230	-	-	-	-
Saturday Pre-School Orientation	-	-	220	-	-	-	-	-
Emotionally Disturbed (Episc. Ctr.)	-	-	-	-	-	-	222	-
Expansion of Language Arts	-	-	223	-	-	-	-	-
Breakfast & Phys. Fitness Pgm.	-	-	226	-	-	-	-	-
Reading Clinic	-	-	227	227	-	-	-	-
Saturday Music Program	-	-	229	-	-	-	-	-
Urban Service Corps	-	-	233	233	-	-	-	-
Speech Clinic	-	-	240	240	-	-	-	-
Hearing Clinic	-	-	241	241	-	-	-	-
Teacher-Aides	-	-	251	423	-	-	-	-
Reading Incentive Seminar	-	-	-	424	-	-	-	-
MSD Teacher-Aides (TAP)	-	-	-	-	228	-	-	-
MSD Pre-School Program	-	-	-	-	250	-	-	-
MSD Extended Day - Double Barrel	-	-	-	-	252	453	-	-
MSD Raymond Kindergarten	-	-	-	-	253	-	-	-
MSD Nongraded Intermediate Sequence	-	-	-	-	254	-	-	-
MSD Reading Programs	-	-	-	-	256	256	-	-
MSD Cultural Enrichment	-	-	-	-	257	452	-	-
MSD English in Every Classroom	-	-	-	-	-	450	-	-

*Programs under the direction of the Model School Division

TABLE 4-2

Enrollment, Budget, and Cost per Pupil
Title I Programs and Services

Program	Enroll-ment	Title I Budget	Approx. Cost Per Pupil
SUMMER 1966			
Pre-Kindergarten	7,532	$647,927	$ 86
Primary Summer School	6,417	303,953	47
Music Camp (Resident)	100	65,300	653
Resident Camp (YMCA)	108	73,571	681
Age 13.7 Reading Program	1,264	9,108	7
Hearing Impaired (Kendall)	90	66,332	737
MSD Institute and Demonstration School	300	239,175	797
Harrison School-Community	334	23,453	70
Severely Mentally Retarded)	64)	13,800	84
Sharpe Health Institute)	100)		
Physical Fitness	798	27,357	34
Team Up	310	31,580	102
Pupil Personnel Services	*	*	*
STAY (School to Aid Youth)	874	$ 48,350	$ 55
Enrichment Summer School	1,581	114,800	73
Extended School Day	716	28,632	40
Webster School for Girls	62	17,796	287
Social Adjustment	205	28,192	138
College Orientation	97	23,400	241
Gonzaga College Prep	59	5,880	100
Future for Jimmy	288	46,751	162

*See combined figures at end of table (page 4-4).

TABLE 4-2 (Continued - 2)

Program	Enroll-ment	Title I Budget	Approx. Cost per Pupil
SCHOOL YEAR 1966-1967			
Saturday Pre-School Orientation	450	$ 51,917	$ 115
Emotionally Disturbed (Episcopal Center)	35	82,500	2350
Expansion of Language Arts	4,627	67,342	15
Teacher-Aide Training (Howard University)	44	172,691	131**
Breakfast and Physical Fitness Program	1,258	149,764	119
Reading, Speech, and Hearing Clinics	2,568	99,186	39
Teacher-Aides	185	774,351	140**
Saturday Music Program	100	23,500	235
Urban Service Corps	39,519	150,466	4
STAY (School to Aid Youth)	766	243,369	318
Webster School for Girls	153	114,609	749
Reading Incentive Seminar	2,975	296,962	100
Future for Jimmy	766	106,337	139
Pupil Personnel Services	*	*	*
MSD Pre-School Program	400	$248,314	621
MSD Teacher-Aide Program (TAP)	70	324,803	155**
MSD Extended Day - Double Barrel	125	38,427	307
MSD Raymond Kindergarten	30	12,847	428
MSD Nongraded Intermediate Sequence	130	11,944	92
MSD English in Every Classroom	955	25,403	27
MSD Reading Programs	5,005	40,000	8
MSD Cultural Enrichment	16,051	20,737	1
SUMMER 1966 AND SCHOOL YEAR 1966-1967 COMBINED			
Pupil Personnel Services (Clinical Teams and Pupil Personnel Worker Teams)	13,356	$925,076	$ 69

*See combined figures at end of table (page 4-4).

**Assuming one teacher-aide serves 30 students.

TABLE 4-3

Number of Title I Programs and Total Cost For Each Identified Student in Regular Target Area Schools*

Total Cost per Pupil	Number of Programs per Pupil					Total	%
	1	2	3	4	5		
$1021			1			1	.2
$ 867			1			1	.2
$ 765			1			1	.2
$ 750		1				1	.2
$380-399		1		2		3	.5
$360-379			2			2	.4
$340-359			1			1	.2
$320-339			1			1	.2
$300-319			3	6	1	10	1.8
$260-279			3	3		6	1.1
$240-259			3			3	.5
$220-239		21	35		1	57	10.3
$200-219		10	4	2		16	2.9
$180-199		5	3			8	1.5
$160-179		2	5			7	1.3
$140-159		2	3			5	.9
$120-139		1	9			10	1.8
$100-119		25	6			31	5.6
$ 80-99		60	4			64	11.6
$ 60-79	252	68	3			323	58.6
Total	252	196	88	13	2	551	-
Percentage	45.7	35.6	16.0	2.3	.4	-	100.0

* The programs sampled include only those in the regular schools and not any of the following: Pre-Kindergarten, Hearing Impaired (Kendall), Severely Mentally Retarded, STAY (Summer), Webster School for Girls (Summer), Sharpe Health, Saturday Pre-School Orientation, Emotionally Disturbed, MSD Raymond Kindergarten, MSD Pre-School, and Webster School for Girls (Winter).

in all eleven of the parochial schools, and as of January 1967, had 2406 identified parochial school students on its case load. This constituted about 50% of the total number of identified pupils in these eleven parochial schools. In some of the smaller parochial schools, Pupil Personnel Worker Teams of the Public Schools were able to give 100% coverage to the identified students.

Making the necessary contacts with the homes and agencies was sometimes difficult because some parochial schools are not neighborhood schools.

The Pupil Personnel Worker Teams worked with the Urban Sisters Corps, a group of seven nuns who were assigned by the Office of Education of the Archdiocese to study urban problems in education.

Speech and Hearing Clinics. One speech therapist from the Speech and Hearing Clinics of the District of Columbia Public Schools was assigned in March 1966 to nine of the eleven Title I parochial schools in the District. The therapist worked one half day a week in each school and was concerned with the speech problems of identified children in these schools.

There were no identified children referred with hearing problems.

Reading Clinic. The Reading Clinic trailer of the D.C. Public Schools was sent to the schoolyard of the eleven Title I parochial schools. Reading technicians assisted in the reading instruction of the identified students referred to them, and conferences were held with the staff of the schools.

Program Participation. There was participation by staff personnel from parochial schools in the following Title I programs:

Team-Up
Harrison School-Community Cooperative

There was student enrollment from parochial schools in the following programs:

Team-Up
Harrison School - Community Cooperative
Gonzaga College Prep
Future for Jimmy (Summer and Winter)

SUMMARY

There were 41 different kinds of programs under Title I during the summer and regular school year. The per pupil expenditures varied from about $1 to $2350 in these programs. A wide variety of pupils was served, many of them in several programs or services.

Some programs were specifically for those students who had been identified as potential dropouts, including those in non-public schools. Others were much broader in their coverage. Most participants were from the 77 target schools.

Chapter 5

DATA-GATHERING INSTRUMENTS DEVELOPED FOR ANALYSIS OF TITLE I PROGRAMS

The data-gathering instruments described below were used in the evaluation of programs of the District of Columbia Schools funded under Title I of the Elementary and Secondary Education Act of 1965, during the first year of the contract. These instruments were developed after consultation with the staff of the General Research, Budget, and Legislation Department of the D.C. Schools and with the Advisory Committee for the project.

1. Student Evaluation Form (School Year 1965-66) (Card Form A)

In planning the analysis of the Title I programs, every effort was made to devise a system that could make maximum use of existing data being routinely collected in the school system. The Metropolitan Achievement Tests at grade 2 and the Sequential Tests of Educational Progress (STEP) at grades 4 and 6 were being administered routinely in the spring, so it was planned to utilize these tests as the primary measures of academic achievement. Several commercially available tests (see Table 2-2 in Chapter 2 of this report) were also given to sub-samples in order to establish additional bench marks. Samples in grades 3, 5, and 8 were also readministered in the spring of 1967 the same tests they had taken in the spring of 1966. It was expected that the 1966 spring testing program would be repeated in the spring of 1967. However, the testing schedule was changed and the tests for grades 4 and 6 were given in the fall of 1966 instead. As a result, it will be the 1967-1968 school year before test results can be used to evaluate the 1966-1967 programs.

For several reasons teacher evaluation of their pupils were given considerable emphasis for use in evaluating the various Title I programs. The most important of these reasons was that the teachers could evaluate such factors as motivation and attitudes toward school and society as well as classroom performance.

Of course, pupil evaluations by teachers have many limitations and are often of dubious merit. However, the situation in the target area schools was quite favorable for obtaining really meaningful pupil evaluations.

First, these schools were relatively homogeneous in background factors and thus there was no problem of combining teacher ratings for schools of quite different backgrounds.

Second, the two sets of evaluations were made by entirely different teachers in two different school years.

Third, the teachers had no knowledge of the patterns of program participation of the pupils they were evaluating. As a result, evaluations were obtained that seemed quite promising in their statistical characteristics when subjected to statistical analysis.

This form was filled out by classroom teachers at the end of the 1965-66 school year. It contained basic biographical data about the student, the name and address of the parent or guardian, the name of the teacher who filled out the form, the number of months this teacher had the student under her supervision, and ten items of various information about the student, his performance in the classroom, and the influence of his home. This was followed by eight questions asking the teacher to rate the student on various personality traits such as "defiant-submissive," "uncooperative-cooperative,", etc. Following that was a question containing 27 adjectives, and the teacher was asked to "Please check the words which apply to this student."

2. Student Evaluation Form (Summer 1966)(Card Form E)

This Student Evaluation Form was identical to that used by the teachers and punched on Card Form A, the only difference between the two forms being in the heading. This form asked for the name of the summer school program, name and address of the student, name and address of parent or guardian, and the school attended the previous year. The questions asked were identical with those on Card Form A. The form was filled out by the teacher or instructor who knew the student best.

3. Student Evaluation Form (School Year 1966-67) (Card Form J)

This form was filled out by the classroom teacher at the end of the 1966-67 school year. Again, the form starts out with biographical data about the student, the name of his parent or guardian, and his address. It asks the same ten questions as in the original Student Evaluation Form plus the eight rating scales on characteristics such as "defiant-submissive," but it does not have the adjective checklist. In addition, it asks information about the absences of the student, whether he was in a special academic class, social adjustment class, twilight school, or boys' junior or senior high school. It also asks whether or not there was a teacher-aide present in his classroom. There was another section on the form concerning pupils who were in kindergarten, junior primary, and first grade. This section asked questions about whether the pupil had been in a junior primary, what other kinds of kindergarten programs he had been in, and what kind of a pre-kindergarten program he had attended, if any.

4. Pupil Personnel Services Team Special Evaluation Form (Card Form S)

This questionnaire was filled out by the Pupil Personnel Team worker who had contact with the particular student. The heading for this evaluation form provided for the student identification number, the date, student's name, birth date, school, grade, and sex. Then there followed 12 questions about the student himself.

In the next section, questions were asked about whether the student had any personal books, what his family's attitude toward further schooling was, and then four questions about the student's home. The next six questions asked the Pupil Personnel Team worker to rate the student as to cooperativeness-uncooperativeness, friendliness-shyness, responsibility-irresponsibility, etc. Another important part of this questionnaire was the section in which the Team worker was asked to list what other problems the student had. The answers given in this section were coded and added to the other responses on the questionnaire. The number of each Pupil Personnel Team was also given. (See Appendix D for distribution of responses by grade.)

5. Pupil Personnel Services Team Evaluation Form, Revised (Card Form T)

This questionnaire was also filled out by the Pupil Personnel Team worker in whose case load these students fell. The items on this form were identical to the ones on the preceding evaluation except that four open-ended questions were omitted. In addition, information was asked about the Pupil Personnel Team's actions in connection with this student, including how the student was referred to the Team for the first time, what problems this student had, and what sort of referrals had been made by the Team. It also asked how many contacts the Team had had with this student or with his parents or guardians. Again, the number of the Team that handled the case was given.

6. Student Interview Form (Card Form C)

This interview form was used by staff interviewers in various of the summer programs in 1966 and also in certain base-line testing in the 1966-67 school year. This form was primarily the basis for an interview which was tape-recorded to obtain the answers of students in various programs where this was thought important. In addition to the ten questions about what the student liked or disliked about school, several questions were asked about the attitude of the student during the interview, such as, was he poised and at ease, how well the interviewer understood his speech, etc. Also, a seven-point rating scale was used with such things as "cooperative-uncooperative," "shy-aggressive," etc. In addition, there were 16 adjectives that the interviewer was asked to check about this student.

7. Fifteen-Minute Theme (Card Form H)

This form was used for writing an impromptu theme in the classroom situation. The heading of the form asked for the name of the student, his school and grade, the date the theme was written, and the student's birth date. He was asked to write an impromptu theme on "What School Means to Me". This form was used in the 3rd, 6th, and 9th grades as a basis to obtain a sample of written work from the students. This form was coded and punched on the basis of content as to favorableness or unfavorableness in attitude toward his school, what he liked or disliked about the school, and some measure of his alienation toward society. The total length of the theme, in words, was also punched.

8. Student Questionnaire (Card Form I)

This questionnaire was filled out by students and was given instead of the student interview during the base-line testing in 1966-67. The directions stated, "These questions are about yourself, and your plans for the future. There are no right or wrong answers. Please answer each question by checking the space or filling in the line." There were a total of 32 questions in this questionnaire, most of which were modeled after similar questions used in the Project Talent Student Information Blank and for which there is a substantial amount of information available, particularly on high school students.

9. Teacher Questionnaire (Card Form F)

This questionnaire was used during the summer of 1966 and given to certain teachers or instructors in selected programs in order to find out their education, major field of work, and their past experience where applicable. It then asked them about the problems of the students in their summer program and what sort of improvement could be made in the program or the materials used in the program.

10. Title I Teacher-Aide Questionnaire for Principals

This was one of three questionnaires about teacher-aides which were sent to schools in which there were teacher-aides funded under Title I. The questionnaire filled in by the principal asked various questions about the assignments of teacher-aides outside of classrooms, the areas in which teacher-aides needed more training, how teacher-aides were assigned to the classroom, and the principal's attitudes about the qualities of successful aides. It also asked a question about what the principals felt was the proper ratio of teacher-aides to teachers and for any other comments and observations about the program.

11. Title I Teacher-Aide Questionnaire for Classroom Teachers

This questionnaire was intended to ask teachers who had used teacher-aides, either full or part time, about how the aides had been employed and the percentage of time they had spent in six major areas. It also asked about other areas in which teacher-aides had been of assistance and the quality of assistance the teacher-aides had given. It also asked about the areas in which teacher-aides should be given more training and whether they would want a teacher-aide assigned to them either part or full time in the future.

12. Title I Questionnaire for Teacher-Aides

This was filled in by the teacher-aides who were asked about various aspects of their activities in the school. The essential parts of this questionnaire were: (1) background, (2) whether employed part time or full time, (3) the grade in which they were employed, (4) the areas in which they would like to have had more training, and (5) various open-ended questions about what they thought they performed most effectively in the classroom, where they thought they worked least effectively in the classroom, what their assignments had been outside the classroom as given to them by the principal, whether they planned to continue as teacher-aides, and whether they planned to become teachers. Then they were asked to write a short essay entitled "Why I Like Being a Teacher-Aide".

Copies of all forms used for data-gathering can be found in Appendix F.

SUMMARY

There were nine major types of data-gathering instruments developed specifically for use in this study. The principal one was the Student Evaluation Form (SEF), by which classroom teachers evaluated their pupils, primarily on such factors as motivation and attitudes toward school and society. Three versions of this form were used: May-June 1966 (Card Form A), May - June 1967 (Card Form J), and Summer 1966 (Card Form E). There were minor variations in the layout of these three versions, but the evaluation items were identical. Differences in these evaluations before and after program participation were a major factor in evaluating programs.

The second most important form developed was the Pupil Personnel Services Team Special Evaluation Form. There were two different versions of this form: January - February 1967 (Card Form S) and May - June 1967 (Card Form T). These forms obtained information about identified students from the Pupil Personnel Worker Teams about various aspects of the student and his attitude and home environment.

The remaining instruments were designed to obtain information from and about students in programs, or information specific to certain programs, such as the teacher-aide programs.

The data in these forms and corresponding cards constitute an invaluable data bank as a base line for measuring the effect of future programs. The forms themselves often contain more information than was possible to punch into the cards or to include in the analysis, but would be available for future research work.

THE GEORGE WASHINGTON UNIVERSITY
Education Research Project
729 15th Street, N.W.
Washington, D.C., 20005

March 1967

STUDENT EVALUATION FORM

PLEASE PRINT

Ident. Number ________________ (1-7)   Name of School ______________________   School Code ________ (32-34)

Name of Pupil ____ (8-22)
Last First Middle

Boy ___ Girl ___ (23)   Present Grade ________ (24-25)   Date of Birth ______/______/______ (26-31)
Month / Day / Year

Name of Parent or Guardian ____
Last First Middle

Address ____

Please evaluate this student on the following (circle the ones that apply):

1. How well does he apply himself to his school work?
(35)
A. Above average
B. Average
C. Below average

2. How well does this pupil do in his school work?
(36)
A. Above average
B. Average
C. Below average

3. How well does he get along with the other children?
(37)
A. Above average
B. Average
C. Below average

4. How is his emotional maturity?
(38)
A. Above average
B. Average
C. Below average

5. How favorable is his attitude toward school?
(39)
A. Above average
B. Average
C. Below average

6. How well can you understand him when he speaks?
(40)
A. Above average
B. Average
C. Below average

7. How well does he like, or is he learning, to read?
(41)
A. Above average
B. Average
C. Below average

8. How does his home environment affect his school performance?
(42)
A. Favorably
B. Neither favorably nor unfavorably
C. Unfavorably

9. How good is his health?
(43)
A. Above average
B. Average
C. Below average

10. How well does he cooperate with you?
(44)
A. Above average
B. Average
C. Below average

Form GWU-C7-11-37

In answering the next eight questions, please indicate where the student stands on each scale by making a check mark in one of the five places.

11. (45) DEFIANT _____ _____ _____ _____ _____ SUBMISSIVE

12. (46) UNCOOPERATIVE _____ _____ _____ _____ _____ COOPERATIVE

13. (47) FRIENDLY _____ _____ _____ _____ _____ HOSTILE

14. (48) SHY _____ _____ _____ _____ _____ AGGRESSIVE

15. (49) IRRESPONSIBLE _____ _____ _____ _____ _____ RESPONSIBLE

16. (50) NEAT _____ _____ _____ _____ _____ UNKEMPT

17. (51) FOLLOWER _____ _____ _____ _____ _____ LEADER

18. (52) ALERT _____ _____ _____ _____ _____ DULL

19. How many days has this student been absent for any reason since the first of this school year?

(53-54) ____________________ days

20. How many days has he been absent unexcused?

(55-56) ____________________ days

21. Was this student in a special academic class this year?

(57) _____ No
_____ Yes

22. Has he been in any of the following:

(58) _____ No
_____ Yes a. Social Adjustment Class

(59) _____ No
_____ Yes b. Twilight School

(60) _____ No
_____ Yes c. Boys' Jr-Sr High School

23. On the average, what part of his classroom time is spent in a classroom with a teacher-aide present?

(61) _____ None
_____ Some, but less than ½
_____ Over ½ but less than all the time
_____ All the time

THIS SECTION IS TO BE ANSWERED FOR PUPILS IN KINDERGARTEN, JUNIOR PRIMARY, AND FIRST GRADE. PLEASE ANSWER ALL ITEMS AND OPTIONS THAT APPLY.

1. Has the pupil been in Junior Primary?

(62) ____ a. Yes
____ b. No
____ c. Don't know

2. What kindergarten program or programs has this child been in?

(63) ____ a. Public (D.C. schools)
(64) ____ b. Public (other than D.C.)
(65) ____ c. Private
(66) ____ d. None
(67) ____ e. Don't know

3. What pre-kindergarten program did this child attend?

(68) ____ a. Public Summer Head Start (1965)
(69) ____ b. Public Summer Head Start (1966)
(70) ____ c. Private Summer Head Start (1965)
(71) ____ d. Private Summer Head Start (1966)
(72) ____ e. Private Winter Head Start ('64-'65)
(73) ____ f. Private Winter Head Start ('65-'66)
(74) ____ g. Other public pre-K program
(75) ____ h. Other private pre-K program
(76) ____ i. None
(77) ____ j. Don't know

____
Date filled in

____
Teacher's signature

The George Washington University

PUPIL PERSONNEL SERVICES TEAM

EVALUATION FORM (REVISED)

Student I.D. No. ______________ (1-7)

Student's Name ______________________________ (8-10) Last First Middle   Birth date ___/___/___ Mo. Day Year

School ______________________   School Code _____ (11-13)   Grade _____ (14-15)   Sex _____ (16)

Please check the appropriate response.

About the student himself:

1. How favorable is his attitude toward school?
(17)
_____ A. Above average
_____ B. Average
_____ C. Below average

2. How well can you understand him when he speaks?
(18)
_____ A. Very well
_____ B. About average
_____ C. Not very well
_____ D. Hard to understand

3. Does he have trouble because of fighting?
(19)
_____ A. Very often
_____ B. Occasionally
_____ C. Never

4. Does he get in trouble with the police?
(20)
_____ A. Very often
_____ B. Occasionally
_____ C. Never

5. Does he get in trouble with neighbors?
(21)
_____ A. Very often
_____ B. Occasionally
_____ C. Never

6. Does he have problems because of being withdrawn?
(22)
_____ A. Very often
_____ B. Occasionally
_____ C. Never

7. How many personal books does he have?
(23)
_____ A. Many (more than ten)
_____ B. A few (three to nine)
_____ C. One or two
_____ D. None

About the student's family and home:

8. How much education does his family want the subject to have?
(24)
_____ A. Some high school
_____ B. To graduate from high school
_____ C. Some college
_____ D. To graduate from college

9. What do the parents expect of the school system?
(25) ________________________________
____
____

10. How does his home compare with others in the neighborhood?
(26)
_____ A. Above average
_____ B. Average
_____ C. Below average

6

11. Which of the following describes how the inside of his home is kept?
(27)
_____ A. Clean, neat, well organized
_____ B. Average
_____ C. Unkempt and disorderly

12. Does he have an adequate place to study?
(28)
_____ A. Quite adequate
_____ B. Barely adequate
_____ C. Not adequate at all

13. Is his home environment conducive to school work?
(29)
_____ A. Above average
_____ B. Average
_____ C. Below average

Form GWU-C7-17-47

The following section is to be filled in by members of the Team from personal observation. In answering the next six questions, please indicate where he stands on each scale by making a check mark in one of the five places.

(30) 14. UNCOOPERATIVE ____ ____ ____ ____ ____ COOPERATIVE
(31) 15. FRIENDLY ____ ____ ____ ____ ____ HOSTILE
(32) 16. SHY ____ ____ ____ ____ ____ AGGRESSIVE
(33) 17. IRRESPONSIBLE ____ ____ ____ ____ ____ RESPONSIBLE
(34) 18. NEAT ____ ____ ____ ____ ____ UNKEMPT
(35) 19. ALERT ____ ____ ____ ____ ____ DULL

20. How was this student referred to your team the first time?

(36)
____ A. Principal/Asst. Principal
____ B. Guidance Counselor
____ C. Teacher
____ D. School Nurse
____ E. Other school source (Explain)
____
____ F. Non-school source (Explain)
____
____ G. Case assigned

21. How many contacts has your team had with this student?

(37-38) ____ contacts

22. How many contacts has your team had with his parents or guardians?

(39-40) ____ contacts

23. What problems does this student have? (MARK ALL THAT APPLY)

(41) ____ A. No problems
(42) ____ B. Physical (medical) problems
(43) ____ C. Slow learning problems
(44) ____ D. Attendance
(45) ____ E. Emotional
(46) ____ F. Behavioral (adjustment)
(47) ____ G. Poor motivation
(48) ____ H. Other (please explain)
____

24. Have you referred this student to any of the following? (MARK ALL THAT APPLY)

(49) ____ A. Clinical Team
(50) ____ B. Reading Clinic
(51) ____ C. Speech Clinic
(52) ____ D. Urban Service Corps
(53) ____ E. Other (specify)
____

25. Remarks: ________________________________
____
____
____
____

Date form completed:

____

Pupil Personnel Worker's Signature

____

Team No. ____________ (54-55)

Chapter 6

RELATIONSHIP OF PROGRAM PARTICIPATION TO PUPIL PERFORMANCE

Since each student's membership pattern in the various Title I programs had been documented, it was possible to relate program membership to increases in teacher-evaluated performance and attitudes. Those students in each program were studied to see to what extent they were evaluated by teachers as being better after program participation than they had been before participating in the program.

If they can be experimentally independent, teacher evaluations before and after program participation are one of the best measures of program effectiveness. Fortunately, it was possible to obtain such evaluations for students in the target-area schools. In May 1966, 38,000 students were evaluated by their teachers, using the Student Evaluation Form. In May 1967, students in target-area schools were again evaluated by their teachers. There were about 24,000 students for whom both the 1966 and the 1967 evaluations were available. When teachers made the 1967 evaluations, they had absolutely no knowledge of the student's evaluation in 1966 nor the Title I programs in which the students had participated. As a result, there was no "Hawthorne effect" nor generalized tendency of students in experimental programs to be rated higher just because of being in an experimental group.

A study was made of the interrelationships of the various items on the Student Evaluation Form to determine what it seemed to be measuring. The intercorrelations among the various items were computed and a factor analysis was performed. This type of analysis gives an indication of what a multi-item evaluation scale really measures. If, as often happens, it only measures the general attitude of the teacher toward the child, then the various items will be very highly and equally intercorrelated. If this is true, then a factor analysis will show that the various items are all measures of a single factor. However, in this case, the factor analysis indicated that three different things were being measured, and each of these factors was found to coincide with the single item most highly related to it. Evaluations by teachers for a sample of 500 second-grade students in six target-area schools were correlated with Metropolitan Reading scores. Reading scores were found to correlate well with evaluation on classroom performance (r=.567) and liking to read (r=.609). (See Appendix A for details of this evaluation.)

The first factor of "student classroom performance" can be represented by item 2 of the Student Evaluation Form - "How well does this pupil do in his school work?" The factor of "alienation from school and society" can be represented by item 12 - "cooperation." The third factor of "aggressiveness" can be represented by item 14 - "shy - aggressive." This third factor was found not to be related to being "identified" as a potential dropout. However, items 2 and 12 were highly related to being a potential dropout. It was found that the identified students tended to be evaluated as performing more poorly in school and as being less cooperative, but not more aggressive or less shy.

It was found, then, that useful teacher evaluations of students could be obtained of two very important aspects of pupil bahavior. These two factors coincide with two of the most important objectives of the Title I programs and of compensatory education in general.

Table 6-1 presents for item 2--classroom performance--the original evaluation (before program participation) and the year-later evaluation (after program participation) for the samples in the various 1966-67 Title I programs.

Those programs showing an improvement in teacher evaluations on this item are shown in Figure 6-1. This figure also shows that identified students did better than others in the same group of programs who had not been identified. Those in the active caseload of the Pupil Personnel Teams also showed improvement. It appears that having the services of these teams is associated with improvement in pupil performance as evaluated by their teachers. Improved pupil performance also appeared to be associated with the camping programs, the summer school, the Age 13.7 Reading Program, the Reading Incentive Seminar, the Social Adjustment Program, the Winter Future for Jimmy Program, the Winter STAY program, and four of the reading methods programs--Ginn Language, Words in Color, MacMilan, and Bank Street.

Item 12 on the Student Evaluation Form asked about how cooperative the student was. Table 6-2 shows the results of the various programs as related to this item. It can be seen that there is a definite tendency for the entire group to be regarded by their teachers as being less cooperative in 1967 than a year earlier. This may very well be a reflection of changes that had occurred in the out-of-school forces that affect student cooperation and feelings of alienation.

Several programs showed results contrary to the general trend and were composed of students who became more cooperative during the year or showed less than the average decrease. Such programs included Social Adjustment, Reading Incentive Seminar, being an identified student and in Title I programs, Extended Day--Double Barrel, Summer Future for Jimmy, Winter STAY, Speech Clinic, and four of the reading methods programs--Ginn Language, Lift-Off, High Gear, and MacMillan. The other programs did not appear to be associated with changes in cooperativeness.

An additional relevant item was item 4, emotional maturity. Table 6-3 shows results for various programs as related to this item. It appears that the Social Adjustment Program, Reading Incentive Seminar, being in the active caseload of the Pupil Personnel Teams, and Primary Summer, Model School Summer Institute, Enrichment Summer School (Secondary), Gonzaga College Prep, Winter STAY, Reading Clinic (Diagnosis and Teaching), Extended Day--Double Barrel, Nongraded Intermediate Sequence, Teacher-Aide (Secondary), English in Every Classroom, and two of the reading methods--High Gear and Sounds of Language, are associated with improvement in emotional stability.

TABLE 6-1

Comparison of Teacher Evaluations Between June 1966 and June 1967 for Students in Various Title I Programs

Item 2 of the Student Evaluation Form: "How well does this pupil do in his school work?"
(1 = Above average; 2 = Average; 3 = Below average)

	Program	Mean			S.D.		N		Signif-icance
		Pre-	Post-	Diff.	Pre-	Post-	Pre-	Post-	
202	Primary Summer	2.414	2.370	.044	.598	.592	1660	1648	*
203	Music Camp(Resident)	2.090	2.000	.090	.301	.707	11	9	
204	Resident Camp(YMCA)	2.283	2.238	.045	.646	.629	67	67	
206	Age 13.7 Reading Program	2.416	2.351	.065	.541	.625	204	199	
208	MSD Institute & Demonstration School	2.074	2.192	-.118	.722	.561	54	52	
209	Harrison School-Community(Elem.)	2.162	2.361	-.199	.702	.612	74	72	
409	Harrison School-Community(Sec.)	2.333	2.142	.191	.617	.662	15	14	
212	Physical Fitness	2.236	2.326	-.090	.596	.563	207	208	
213	Team-Up	2.191	2.251	-.060	.542	.628	146	147	
231	Pupil Personnel Services ("Squeaky Wheel")	2.486	2.467	.019	.584	.593	1996	1986	
422	STAY (Winter)	2.314	2.240	.074	.608	.725	54	54	
402	Enrichment Summer School (Sec.)	2.051	1.789	.262	.686	.740	39	38	

TABLE 6-1 (Continued - 2)

		Mean			S.D.		N		Signif-icance
	Program	Pre-	Post-	Diff.	Pre-	Post-	Pre-	Post-	
403	Extended School Day	2.119	2.183	-.064	.593	.697	50	49	
405	Social Adjustment	2.901	2.649	.252	.300	.515	61	60	**
406	College Orientation	1.523	1.571	-.048	.601	.676	21	21	
407	Gonzaga College Prep	1.799	2.000	-.201	.577	.408	25	25	
408	Future for Jimmy (Summer)	2.217	2.311	-.094	.589	.589	92	93	
230	Future for Jimmy (Regular)	2.327	2.295	.032	.594	.663	183	183	
223	Expansion of Language Arts	2.271	2.297	-.026	.622	.625	4251	4225	*
226	Breakfast Program	2.317	2.358	-.041	.598	.592	470	468	
227	Reading Clinic	2.664	2.678	-.014	.522	.518	441	438	
229	Saturday Music Program	1.916	1.799	.117	.288	.632	12	10	
233	Urban Service Corps Clothing	2.574	2.600	-.026	.534	.516	249	248	
233	Urban Service Corps Glasses	2.325	2.340	-.015	.611	.615	132	132	
240	Speech Clinic	2.540	2.539	.001	.548	.589	309	306	
251	Teacher-Aides(Elem.)	2.377	2.389	-.012	.613	.627	4946	4948	
423	Teacher-Aides(Sec.)	2.171	2.169	.002	.619	.654	2339	2346	
424	Reading Incentive Seminar	1.925	1.864	.061	.602	.636	267	265	

TABLE 6-1 (Continued - 3)

Program	Mean			S.D.		N		Significance
	Pre-	Post-	Diff.	Pre-	Post-	Pre-	Post-	
228 MSD Teacher-Aides (TAP)	2.129	2.222	-.093	.633	.637	3695	3667	**
252 MSD Extended Day - Double Barrel	1.933	2.000	-.067	.606	.694	60	59	
254 MSD Nongraded Intermediate Sequence	2.411	2.411	.000	.548	.650	107	102	
256-B MSD Reading Program Ginn Language Program	2.227	2.045	.182	.611	.722	132	132	
256-C MSD Reading Program Peabody Language Kit	2.339	2.55	-.216	.586	.571	53	54	
256-D MSD Reading Program Words in Color	2.156	2.062	.094	.504	.755	51	48	
256-F MSD Reading Program Unifon	2.024	2.375	-.351	.530	.667	40	40	*
256-G MSD Reading Program Lift Off to Reading (BPC)	2.370	2.393	-.023	.610	.614	89	89	
256-H MSD Reading Program Language Experiences in Reading	2.285	2.500	-.215	.712	.638	28	28	
256-J MSD Reading Program Bank Street Reader	2.294	2.281	.013	.666	.644	95	96	
256-K MSD Reading Program Sounds of Language	2.719	2.719	.000	.613	.458	25	25	

TABLE 6-1 (Continued - 4)

Program	Mean			S.D.		N		Significance
	Pre-	Post-	Diff.	Pre-	Post-	Pre-	Post-	
256-M MSD Reading Program MacMillan Spectrum	2.043	1.739	.304	.474	.619	23	23	
256-N MSD Reading Program Reading in High Gear	2.241	2.283	-.042	.644	.613	62	60	
256-O MSD Reading Program SRA Reading Labs	2.260	2.320	-.060	.636	.661	707	684	
256-P MSD Reading Program Gateway to English	2.174	2.257	-.083	.634	.666	520	501	
450 MSD English in Every Classroom	2.240	2.250	-.010	.679	.660	595	581	
Data on Additional Groups								
Nonidentified in Winter & Summer Programs (Lists C & D)	2.121	2.262	-.141	.634	.621	910	892	**
Identified in Winter & Summer Programs (Lists C & D)	2.530	2.456	.074	.572	.585	1048	1040	**
Nonidentified in Winter Programs Only(List D)	2.085	2.151	-.066	.604	.641	6564	6445	**
Identified in Winter Program Only(List D)	2.462	2.451	.011	.583	.591	5935	5791	
Nonidentified in Summer Only (List C)	2.281	2.234	.047	.582	.607	571	571	
Identified in Summer Only (List C)	2.461	2.440	.021	.585	.620	323	320	

TABLE 6-1 (Continued - 5)

Program	Mean			S.D.		N		Signif-icance
	Pre-	Post-	Diff.	Pre-	Post-	Pre-	Post-	
Nonidentified Not in Programs	2.111	2.155	-.044	.602	.637	5635	5603	**
Identified Not in Programs	2.349	2.396	-.047	.606	.610	3083	3056	**
All in Winter & Summer Programs (List B)	2.336	2.366	-.030	.629	.618	1658	1647	
All in Winter Programs Only (List B)	2.277	2.300	-.023	.626	.642	10202	10126	**
All in Summer Programs Only (List B)	2.551	2.422	.129	.533	.577	116	116	
All Identified Students	2.436	2.435	.001	.597	.598	10389	10207	
All Nonidentified Students	2.107	2.160	-.053	.602	.638	13677	13508	**
All Students in Matched Sample	2.248	2.278	-.030	.621	.635	24065	23718	**
Identified in Various Programs (List A)	2.455	2.432	.023	.591	.593	2877	2844	*
Nonidentified in Various Programs (List A)	2.083	2.164	-.081	.621	.630	3853	3829	**
All in Certain Programs (List A)	2.242	2.278	-.036	.631	.628	6730	6673	**

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* Significant at the 5% level.

** Significant at the 1% level.

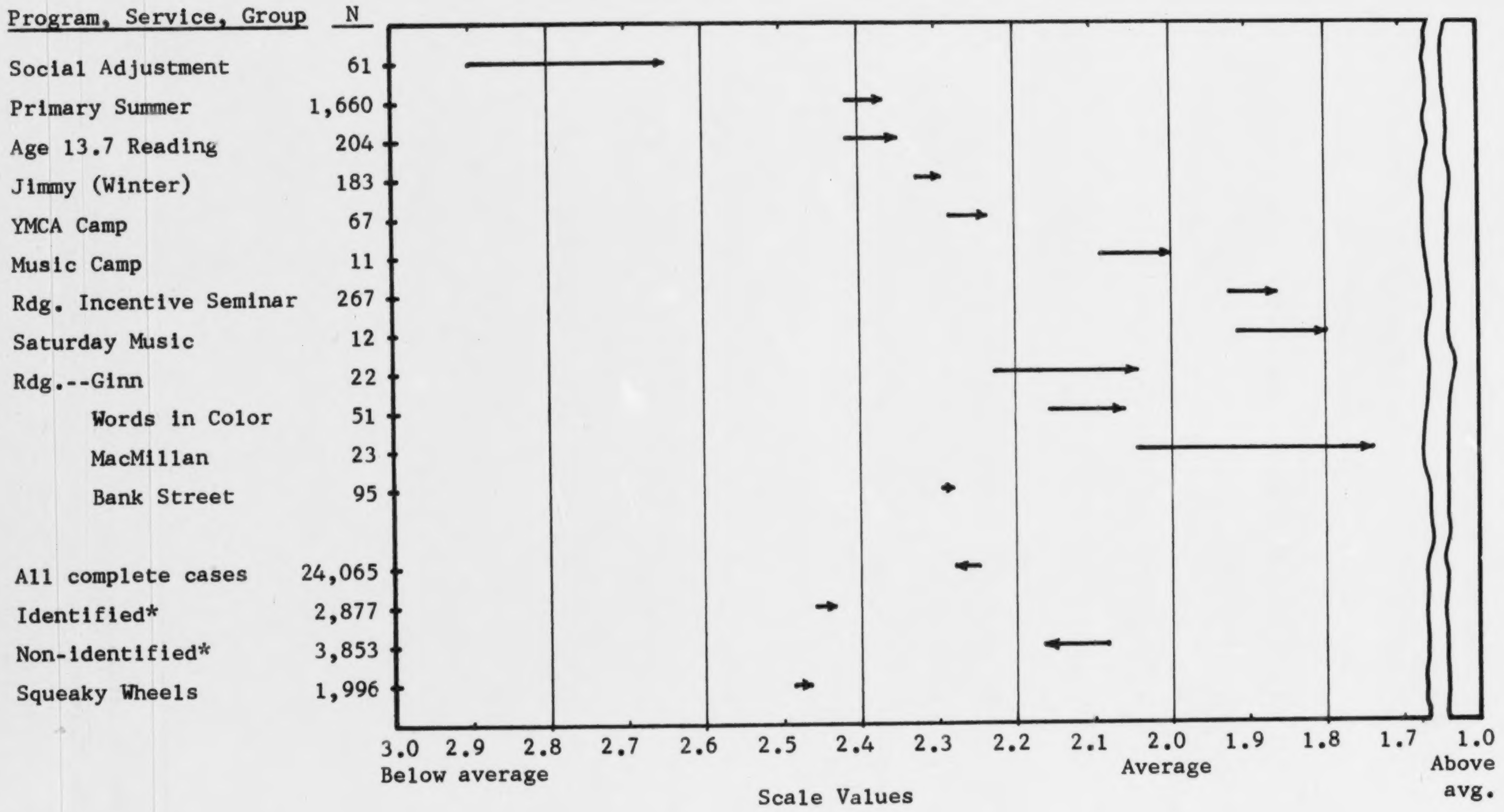

Figure 6-1. Improvement in Teacher Evaluations of Student Performance for Students in Selected Programs and Groups. (SEF Item 2: "How well does this pupil do in his school work?" 1.0 = above average; 2.0 = average; 3.0 = below average)

*See List A in Appendix E.

TABLE 6-2

Comparison of Teacher Evaluations Between June 1966 and June 1967 for Students in Various Title I Programs

Item 12 on the Student Evaluation Form: "Uncooperative-Cooperative"

	Program	Pre-	Post-	Diff.	Pre-	Post-	Pre-	Post-	Significance
202	Primary Summer	3.678	3.465	-.213	1.143	1.130	1568	1629	**
203	Music Camp(Resident)	3.818	3.555	-.263	1.167	1.333	11	9	
204	Resident Camp(YMCA)	3.646	3.303	-.343	1.292	1.323	65	66	
206	Age 13.7 Reading Program	3.536	3.304	-.232	1.205	1.232	194	197	
208	MSD Institute and Demonstration Sch.	4.254	3.730	-.524	.934	.952	51	52	**
209	Harrison School-Comm. (Elem.)	3.652	3.630	-.022	1.354	1.307	72	73	
409	Harrison School-Comm. (Sec.)	3.642	3.000	-.642	1.150	1.467	14	14	
212	Physical Fitness	3.694	3.497	-.197	1.203	1.206	200	207	
213	Team-Up	3.782	3.623	-.159	1.158	1.011	129	146	
231	Pupil Personnel Services ("Squeaky Wheel")	3.436	3.302	-.134	1.317	1.212	1911	2001	**
422	STAY (Winter)	3.301	3.666	.365	1.249	.971	53	54	
402	Enrichment Summer School	3.894	3.842	-.052	1.429	1.127	38	38	
403	Extended School Day	3.978	3.723	-.255	1.021	1.330	46	47	
405	Social Adjustment	2.203	2.699	.496	1.200	1.211	59	60	*
406	College Orientation	4.526	4.523	-.003	.696	1.077	19	21	

TABLE 6-2 (Continued - 2)

		Mean			S.D.		N		
	Program	Pre-	Post-	Diff.	Pre-	Post-	Pre-	Post-	Significance
407	Gonzaga College Prep.	3.954	3.879	-.075	.950	1.363	22	25	
408	Future for Jimmy (Summer)	3.593	3.516	-.077	1.240	1.265	86	93	
230	Future for Jimmy (Winter)	3.702	3.409	-.293	1.199	1.204	175	183	*
223	Expansion of Language Arts	3.665	3.523	-.142	1.220	1.171	3959	4201	**
226	Breakfast Program	3.637	3.314	-.323	1.257	1.243	453	467	**
227	Reading Clinic	3.298	3.118	-.180	1.212	1.241	425	437	*
229	Saturday Music Program	4.166	3.699	-.467	1.029	1.337	12	10	
233	Urban Service Corps Clothing	3.288	3.093	-.195	1.327	1.204	236	247	
233	Urban Service Corps Glasses	3.685	3.396	-.289	1.193	1.174	127	131	*
240	Speech Clinic	3.425	3.386	-.039	1.343	1.147	301	305	
251	Teacher-Aides (Elem.)	3.660	3.507	-.153	1.197	1.152	4696	4933	**
423	Teacher-Aides (Sec.)	3.756	3.592	-.164	1.237	1.252	2269	2334	**
424	Reading Incentive Seminar	3.888	4.147	.259	1.195	1.032	252	265	**
228	MSD Teacher-Aides(TAP)	3.808	3.624	-.184	1.138	1.117	3502	3637	**
252	MSD Extended Day - Double Barrel	3.529	3.966	.437	1.390	1.159	51	59	**
254	MSD Nongraded Intermediate Sequence	4.444	3.801	-.643	.888	1.104	90	101	**

TABLE 6-2 (Continued - 3)

Program	Mean			S.D.		N		Significance
	Pre-	Post-	Diff.	Pre-	Post-	Pre-	Post-	
256-B MSD Reading Programs Ginn Language Program	3.363	3.954	.591	1.940	.898	22	22	
256-C MSD Reading Programs Peabody Language Kit	3.648	3.518	-.130	1.276	1.424	54	54	
256-D MSD Reading Programs Words in Color	4.098	3.645	-.453	.964	1.263	51	48	*
256-F MSD Reading Programs Unifon	4.256	3.894	-.362	.849	1.034	39	38	
256-G MSD Reading Programs Lift Off to Reading	3.797	3.865	.068	1.446	1.013	84	89	
256-H MSD Reading Programs Language Experiences in Reading	3.666	3.321	-.345	1.300	1.055	27	28	
256-J MSD Reading Programs Bank St. Readers	3.712	3.436	-.276	1.187	1.223	94	94	
256-K MSD Reading Programs Sounds of Language	4.041	3.879	-.162	1.197	.781	24	25	
256-M MSD Reading Programs MacMillan Reading Spectrum	3.476	3.739	.263	.980	.915	21	23	
256-N MSD Reading Programs Reading in High Gear	3.428	3.786	.358	1.332	1.253	56	61	
256-O MSD Reading Programs SRA Reading Labs	3.665	3.452	-.213	1.207	1.296	679	670	**
256-P MSD Reading Programs Gateway English	3.750	3.489	-.261	1.198	1.332	510	486	**

TABLE 6-2 (Continued - 4)

Program	Mean			S.D.		N		Signif-icance
	Pre-	Post-	Diff.	Pre-	Post-	Pre-	Post-	
450 MSD English in Every Classroom	3.608	3.398	-.210	1.285	1.259	585	577	**
Nonidentified in Winter & Summer Programs (Lists C & D)	3.966	3.688	-.278	1.066	1.143	856	893	**
Identified in Winter & Summer Programs (Lists C & D)	3.473	3.323	-.150	1.255	1.196	993	1023	**
Nonidentified in Winter Programs Only (List D)	3.908	3.708	-.200	1.116	1.124	6259	6407	**
Identified in Winter Programs Only (List D)	3.454	3.320	-.134	1.283	1.204	5684	5774	**
Nonidentified in Summer Programs Only (List C)	3.793	3.597	-.196	1.111	1.124	542	562	**
Identified in Summer Programs Only (List C)	3.288	3.255	-.033	1.257	1.223	303	321	
Nonidentified Not in Programs	3.892	3.733	-.159	1.129	1.118	5459	5574	**
Identified Not in Programs	3.548	3.390	-.158	1.262	1.197	3027	3041	**
All in Winter & Summer Programs (List B)	3.686	3.511	-.175	1.193	1.161	1562	1636	**
All in Winter Programs Only (List B)	3.678	3.536	-.142	1.220	1.184	9769	10113	**
All in Summer Programs Only (List B)	3.336	3.250	-.086	1.211	1.035	104	112	
Nonidentified in Various Programs (List A)	3.909	3.696	-.213	1.087	1.117	3650	3800	**
Identified in Various Programs (List A)	3.463	3.322	-.141	1.248	1.176	2746	2822	**
All in Various Programs (List A)	3.718	3.537	-.181	1.180	1.157	6396	6622	**
All Students in Matched Sample	3.718	3.552	-.166	1.206	1.172	23145	23595	**

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* Significant at the 5% level.

** Significant at the 1% level.

Table 6-3

Comparison of Teacher Evaluations Between June 1966 and June 1967 for Students in Various Title I Programs

Item 4 of the Student Evaluation Form: "How is his emotional maturity?"
(1 = above avg.; 2 = avg.; 3 = below avg.)

		Mean			S.D.		N		Significance
	Program	Pre-	Post-	Diff.	Pre-	Post-	Pre-	Post-	
202	Primary Summer	2.257	2.243	.014	.523	.516	1663	1646	
203	Music Camp(Resident)	2.000	2.222	-.222	.632	.666	11	9	
204	Resident Camp (YMCA)	2.151	2.194	-.043	.638	.633	66	67	
206	Age 13.7 Reading Program	2.224	2.278	-.054	.522	.601	205	201	
208	MSD Institute and Demonstration Sch.	2.092	2.076	.016	.558	.478	54	52	
209	Harrison School-Comm. (elem.)	2.246	2.359	-.113	.610	.607	77	75	
409	Harrison School-Comm. (sec.)	2.133	2.071	.062	.639	.730	15	14	
212	Physical Fitness	2.135	2.178	-.043	.463	.550	207	207	
213	Team-Up	2.102	2.156	-.054	.512	.519	146	147	
231	Pupil Personnel Services ("Squeaky Wheel")	2.306	2.317	-.011	.559	.565	1995	1980	
422	STAY (Winter)	2.163	2.037	.126	.601	.548	55	54	
402	Enrichment Summer School	1.894	1.864	.030	.648	.630	38	37	
405	Social Adjustment	2.590	2.457	.133	.495	.566	61	59	
406	College Orientation	1.549	1.714	-.165	.604	.643	20	21	
407	Gonzaga College Prep	1.918	1.839	.079	.702	.624	25	25	
408	Future for Jimmy (Summer)	2.161	2.225	-.064	.449	.573	93	93	

Table 6-3 (Continued - 2)

	Program	Mean			S.D.		N		Significance
		Pre-	Post-	Diff.	Pre-	Post-	Pre-	Post-	
230	Future for Jimmy (Winter)	2.173	2.236	-.063	.458	.589	184	182	
223	Expansion of Language Arts	2.186	2.210	-.024	.534	.555	4247	4215	*
226	Breakfast Program	2.199	2.262	-.063	.524	.540	471	468	
227	Reading Clinic	2.399	2.387	.012	.542	.549	443	439	
229	Saturday Music Program	1.916	2.000	-.084	.668	.666	12	8	
233	Urban Service Corps Clothing	2.347	2.372	-.025	.525	.555	250	244	
233	Urban Service Corps Glasses	2.112	2.219	-.107	.585	.583	133	132	
240	Speech Clinic	2.386	2.401	-.015	.556	.547	308	306	
251	Teacher-Aides (elem.)	2.233	2.268	-.035	.530	.559	4933	4940	**
423	Teacher-Aides (sec.)	2.076	2.043	.033	.584	.589	2342	2340	
424	Reading Incentive Seminar	1.928	1.781	.147	.586	.636	267	266	**
228	MSD Teacher-Aides (TAP)	2.086	2.163	-.077	.523	.559	3697	3657	**
252	MSD Extended Day-Double Barrel (elem.)	1.982	1.864	.118	.606	.600	58	59	
254	MSD Nongraded Intermediate Sequence	2.233	2.176	.057	.487	.666	107	102	
256-B	MSD Reading Programs Ginn Language Program	2.047	2.272	-.225	.589	.631	21	22	

Table 6-3 (Continued - 3)

Program	Mean			S.D.		N		Significance
	Pre-	Post-	Diff.	Pre-	Post-	Pre-	Post-	
256-C MSD Reading Programs Peabody Language Kit	2.094	2.240	-.146	.449	.431	53	54	
256-D MSD Reading Programs Words in Color	2.117	2.312	-.195	.431	.511	51	48	*
256-F MSD Reading Programs Unifon	2.000	2.102	-.102	.392	.717	40	39	
256-G MSD Reading Programs Lift Off to Reading (BPC)	2.112	2.235	-.123	.463	.500	89	89	
256-H MSD Reading Programs Language Experiences in Reading	2.107	2.285	-.178	.628	.534	28	28	
256-J MSD Reading Programs Bank St. Reader	2.157	2.273	-.116	.570	.514	95	95	
256-K MSD Reading Programs Sounds of Language	2.159	2.119	.040	.374	.331	25	25	
256-M MSD Reading Programs MacMillan Reading Spectrum	2.000	2.260	-.260	.301	.540	23	23	
256-N MSD Reading Programs Reading in High Gear (APC)	2.147	2.116	.031	.654	.555	61	60	
256-O MSD Reading Programs SRA Reading Labs	2.129	2.193	-.064	.565	.575	708	686	*
256-P MSD Reading Programs Gateway English	2.090	2.179	-.089	.576	.551	520	501	*
450 MSD English in Every Classroom	2.142	2.105	.037	.606	.575	596	577	

Table 6-3 (Continued - 4)

	Mean			S.D.		N		
	Pre-	Post-	Diff.	Pre-	Post-	Pre-	Post-	Significance
All in Winter and Summer Programs Only (List B)	2.201	2.264	-.063	.537	.564	1660	1643	**
All in Winter Programs Only (List B)	2.171	2.186	-.015	.556	.574	10203	10108	
All in Summer Programs Only (List B)	2.356	2.267	.089	.516	.516	115	116	

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* Significant at the 5% level.
** Significant at the 1% level.

One of the most important findings of the study was the strong evidence that the summer program for Social Adjustment appeared to cause the students in it to be evaluated by their teachers a year later as doing better in their school work, being more cooperative, and being more emotionally mature. Such results with students with such hard-core problems is most heartening. It is strongly recommended that this program be studied intensively to see how it can be expanded to meet the needs of all youth with such problems. Significant improvements with this category of pupils would probably help to solve many other important problems faced by the schools.

It is also an important finding that the 13.7 Reading Group of poor readers improved in "school performance." This is also a group with severe problems, although a different category of problems than those of the Social Adjustment Group.

They show a really dramatic range in initial rated performance. The Social Adjustment Group averaged 2.90 on the three-point student evaluation scale (three equals "below average"). In May 1966, 90.2% of them were regarded by their teachers as being below average in their school work. In May 1967, only 66.7% were so evaluated and their average had improved to 2.65.

At the opposite extreme, the students in the Reading Incentive Seminars averaged 1.93 on the scale and then improved to 1.86. Initially, 22.1% were above average and a year later this had increased to 28.9%

It is interesting to find that Title I programs are associated with improved performance in both low-performance-level and above-average-performance-level students in the low-income target area schools.

The findings indicate that significantly improved pupil performances for severe problem groups seem to be obtainable by means of Title I summer programs. Improvements were also associated with the two summer camp programs and with the Primary Summer School Program. The evidence is that Title I summer programs can be effective in helping meet the needs of disadvantaged youth and should have an important place in the total Title I program.

In Figure 6-2 can be seen the relationship of gain or loss in teacher-evaluated classroom performance for nine large groups of students. These groups range in size from 1,248 to 24,223.

It can be seen from Figure 6-2 that the identified students were appreciably lower in initial rated classroom performance than were the two groups of non-identified students. This strongly supports the validity of the identification process. The identified group of students shows improvement, while the non-identified students show a decrease in evaluated performance from May 1966 to May 1967. Those students who were in the active caseload of the Pupil Personnel Teams also showed improvement. This indicates that the work of the teams is associated with improved performance.

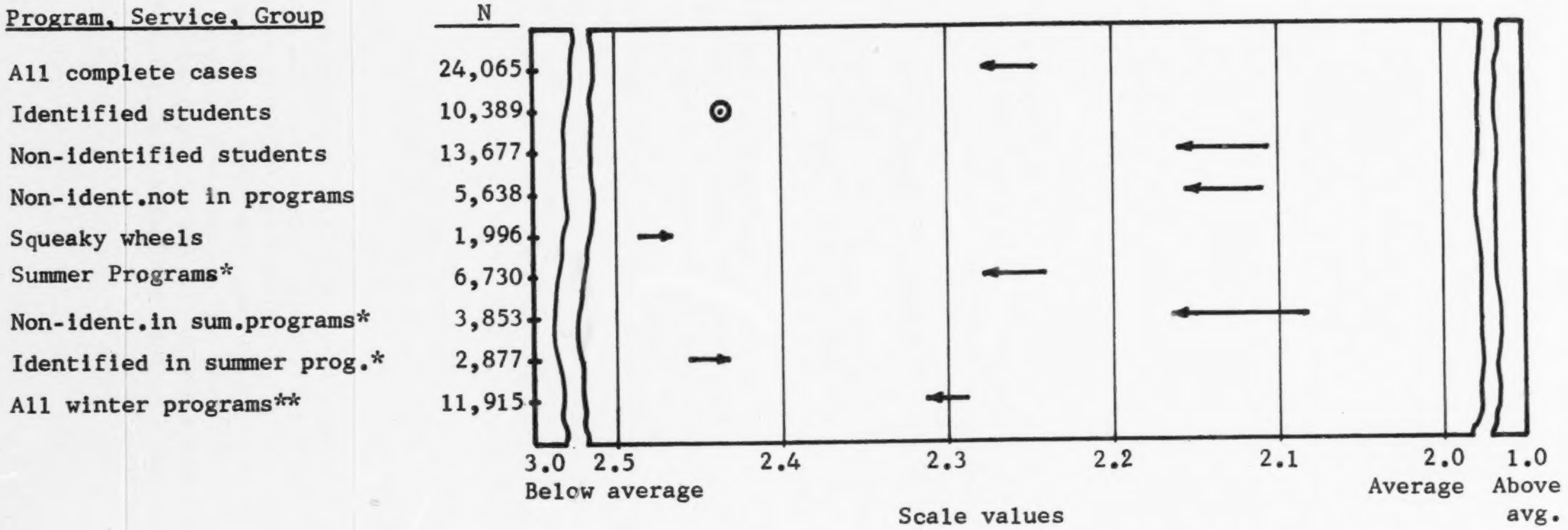

Figure 6-2. Improvement in Teacher Evaluations of Student Performance for Various Groups of Students. (SEF Item 2: "How well does this pupil do in his school work?" 1.0 = above average; 2.0 = average; 3.0 = below average)

*See List A in Appendix E.
**See List B in Appendix E.

Several large groups of combined programs showed no gain. However, they tended to show less loss than the two large groups of non-identified students and showed better than predicted performance.

It is significant that some of the most effective programs were summer programs. These summer programs were enriched academic programs tailored to meet the needs of specialized groups with special needs for extra summer schooling. It would appear that such summer programs deserve high priority for Title I funding and summer programs in general should have equal status with winter programs.

Figure 6-3 shows results for the same 11 large groups for item 12 on the Student Evaluation Form - "cooperativeness." All 11 of these groups show a substantial decrease in evaluated cooperativeness between May 1966 and May 1967. Some of the groups show less decrease than would be predicted in the absence of Title I programs. The two groups showing the most over-performance are the identified students in summer programs and the caseload of the Pupil Personnel Teams.

Several smaller groups that showed improvement are also shown. The Social Adjustment group was very low initially and made a very large gain. The Reading Incentive Seminars were very cooperative at the beginning and beca more so during the year. The Extended Day-Double Barrel group was somewhat low and showed a very large improvement. Several other groups showed better than predicted performance. The programs associated with improved classroom performance are not necessarily the same as those associated with improved cooperativeness. This illustrates the necessity for a multiple-objectives approach to compensatory education.

The results shown in Figures 6-2 and 6-3 indicate that compensatory education with Title I funds can indeed cause favorable changes in student behavior and attitudes even during periods of as little as a single summer. This is most encouraging in view of the historic difficulty of relating types of educational expenditures or practices to evaluated student behavior.

TITLE I PROGRAMS MOST ASSOCIATED WITH CHANGES IN STUDENT EVALUATIONS

1. Reading Incentive Seminars

The students in this program were found to improve in evaluated classroom performance, emotional stability, attitude toward school, liking for reading, and cooperativeness. Complete data were available for 267 cases, so the evidence is statistically conclusive that this Title I program is associated with improvements in several very important areas.

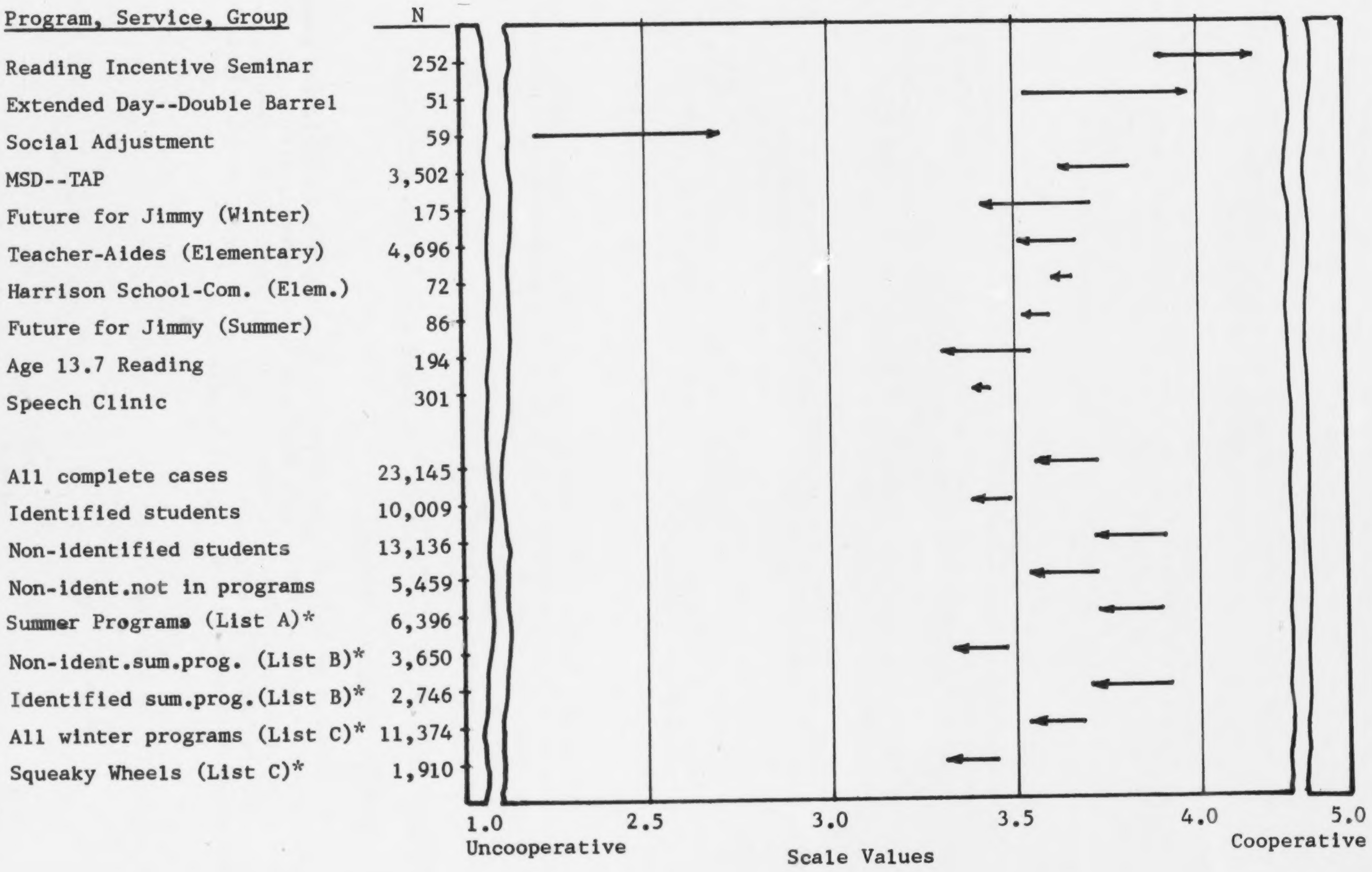

Figure 6-3. Change in Teacher Evaluations of Cooperativeness of Students in Selected Title I Programs, Services, and Groups of Programs. (SEF Item 12: 1.0 = Uncooperative; 5.0 = Cooperative)

* See Lists in Appendix E.

2. Social Adjustment Program

This program for students who had had difficulty in adjusting to regular classrooms was found to be associated with improvements in classroom performance, emotional stability, attitude toward school, and cooperativeness. They were unchanged in liking for reading. There were 61 cases with complete data.

3. Primary Summer School

The 1660 students in this special summer school for students needing academic assistance showed improvement in classroom performance, emotional stability, and attitude toward school. The evidence for this improvement is statistically conclusive.

4. Students Receiving Intensive Services of Pupil Personnel Services Teams (Fall 1966)

The 2004 students who received intensive services from the Pupil Personnel Services Teams during the first half of the 1966-67 school year were those who had a variety of problems with which they needed help. The services received included home visits. These students showed improvement in classroom performance and fared better than did the total group of approximately 24,000 on the other four items. This means that they exceeded predicted performance in emotional stability, attitude toward school, liking to read, and cooperativeness. The evidence is statistically conclusive that receiving the services of the Pupil Personnel Services Teams is associated with pupil improvement.

5. Reading Methods Programs

Data were available for 12 of the 16 experimental reading and language development programs. Five of these were associated with improvements in student evaluations. The MacMillan Reading Spectrum (23 cases) showed improvement in classroom performance, attitude toward school, liking to read, and cooperativeness. Words in Color (51 cases) showed improvement in classroom performance and liking for reading. A sample of 47 cases who had had Words in Color in 1965 also showed similar improvement and also improved in attitude toward school. The Ginn Language method (22 cases) showed improvement in classroom performance, attitude toward school, and cooperativeness. The Bank Street Readers (95 cases) were associated with improvement in classroom performance. Reading in High Gear did not improve in classroom performance but did so in emotional stability, liking to read, and cooperativeness. The evidence for the entire group of twelve methods indicates that new reading methods do not appear to be very potent in raising pupil evaluations. However, the evidence is suggestive that some of the methods appear to be promising. This will need to be confirmed by later evidence based on more cases and longer exposure to the methods.

6. Camping Programs

There were three camping programs: Music Camp (11 cases of complete data), its Saturday Music follow-up (12 cases), and the YMCA Camp (67 cases).

All three of the programs showed improvement in classroom performance and the Music Camp and Saturday Music programs also showed improvement in attitude toward school and cooperativeness.

7. 13.7 Reading Program

Students in the 13.7 Reading Program (204 cases) showed improvement in classroom performance.

8. Future for Jimmy (winter tutoring program)

Students in the Urban League's winter Future for Jimmy tutoring program (183 cases) showed improvement in classroom performance.

9. STAY Program

A sample of 54 students in the winter STAY Program had been evaluated by their teachers in 1966 and by the STAY staff in May 1967. The reevaluations were made by those staffing the program, so results are not comparable with the other programs. However, it is worth noting that improvements were found in evaluated performance, emotional maturity, attitude, liking to read, and cooperativeness. This could represent different modes of evaluation by the two types of teacher but it also might well represent real improvement.

10. Others

Several other programs showed some improvement on items other than classroom performance.

Additional longitudinal studies will be required in order to pinpoint the most effective combination of Title I programs, and such studies will be the natural outgrowth of the initial research and the first-year follow-up. However, the results to date should permit beginning the process of narrowing the focus of attack and concentrating on the types of programs with demonstrated records of association with desired changes in student behavior.

READING AND ACHIEVEMENT

Samples of students who in the Spring of 1966 took the Metropolitan Achievement Test in grade 2 or who took the STEP battery while in grade 4 were re-administered the same tests one year later. The results by school are shown in Tables 6-4 and 6-5.

The schools in the sample represent various combinations of programs and characteristics but none of these seems consistently related to gains in reading level. The target area schools did not perform better than predicted levels.

TABLE 6-4

Reading and Achievement Tests
Pre-Test (1966) versus Post-Test (1967)

Metropolitan Achievement Test

Composite Status Level Rank of School	N	Means* Gr.2 Pre-Test	Means* Gr.3 Post-Test	S.D. Gr.2 Pre-Test	S.D. Gr.3 Post-Test	N	Means* Gr.2 Pre-Test	Means* Gr.3 Post-Test	S.D. Gr.2 Pre-Test	S.D. Gr.3 Post-Test
		WORD KNOWLEDGE					WORD DISCRIMINATION			
22**	24	2.508	3.304	.414	.820	23	3.017	3.774	1.037	.996
39**	53	2.655	3.189	1.098	1.046	52	2.856	3.717	.345	1.065
59**	62	2.715	3.271	.770	.805	62	3.045	3.723	.983	.925
60**	51	2.720	3.280	.640	1.084	51	2.959	3.475	1.090	1.177
122	34	4.165	5.412	1.046	.868	34	4.485	4.965	.814	.559
128	24	3.875	5.050	.690	.670	24	4.708	4.829	.658	.495
		READING					SPELLING			
22**	24	2.238	3.542	1.171	.960	24	3.004	3.867	1.042	1.027
39**	53	2.432	2.928	.723	1.040	45	2.847	3.688	.943	1.914
59**	62	2.726	3.363	.617	1.089	61	3.269	4.070	.983	.942
60**	51	2.734	3.064	.774	1.054	51	3.184	3.443	1.525	1.300
122	34	4.562	5.277	1.354	1.140	28	4.736	5.271	.635	.225
128	24	4.217	5.004	1.016	1.031	24	4.554	5.142	.834	.444

TABLE 6-5

Reading and Achievement Tests
Pre-Test (1966) versus Post-Test (1967)

STEP

Composite Status Level Rank of School	N	Means*** Gr.4 Pre-Test	Means*** Gr.5 Post-Test	S.D. Gr.4 Pre-Test	S.D. Gr.5 Post-Test	N	Means*** Gr.4 Pre-Test	Means*** Gr.5 Post-Test	S.D. Gr.4 Pre-Test	S.D. Gr.5 Post-Test
		MATHEMATICS					READING			
22**	48	236	241	6.005	7.539	52	239	247	9.397	12.880
39**	45	236	241	5.481	8.989	49	245	250	11.576	12.613
59**	73	235	241	6.033	9.160	73	243	252	9.706	14.139
60**	15	238	251	5.310	9.633	15	245	252	11.225	16.514
122	41	256	265	9.670	8.417	41	273	278	7.942	11.954
128	25	255	262	9.506	9.246	27	272	269	11.541	15.527
		WRITING								
22**	51	239	245	9.144	12.566					
39**	46	243	249	9.566	13.364					
59**	73	242	251	9.675	12.357					
60**	16	245	250	10.190	16.577					
122	39	270	280	12.716	13.546					
128	26	261	283	14.107	9.650					

* Grade equivalent scores
** Target Area schools
*** Converted scores

Measures of basic literacy, reading comprehension, and mathematics were obtained from tests routinely administered in the schools' regular testing program. On selected samples, measures were obtained of a number of other aptitudes, attitudes, and achievement. From all of these, it was possible to establish predictive norms for most of the important aspects of student attitudes and behavior before the students had participated in the Title I programs. These norms will be useful for testing the effect of future programs but were not appropriate for testing the effects of programs in this evaluation period.

A number of statistical studies were carried out to compare predicted and obtained performance evaluations for the students who had participated in specific Title I programs. Several Title I programs were associated with favorable changes in teacher-evaluated classroom performance, emotional stability, attitude toward school, liking to read, and cooperativeness.

The results of the studies appear to be useful as a guide for assigning priorities to individual Title I programs.

Samples of students were given reading tests in the Spring of 1966 and were readministered the same tests one year later. The schools in the sample represented various combinations of programs and characteristics, but none of these seems consistently related to gains in reading level.

No evidence of any major changes in aptitude or achievement test scores has been found to be associated with any of the D.C. regular or special school programs.

Chapter 7

UNIQUE RELATIONSHIPS OF PROGRAM PARTICIPATION TO PUPIL PERFORMANCE

Since the program status of each pupil in each program has been documented, it was possible to compute correlation coefficients for each program. Membership or non-membership in each program was treated as a separate variable. Membership was weighted one and non-membership zero. A variable for sex was similarly treated, with males weighted one and females weighted two in computations. Another variable accounted for membership in a school in the Model School Division, one for being in and zero for not being in.

Another variable consisted of those who received intensive services from the Pupil Personnel Services Teams in the first half of the 1966-67 school year, who were weighted one and others who did not were weighted zero. This was called the "squeaky wheel" variable.

Table 7-1 shows the intercorrelations, means, and standard deviations for grade, sex, seven items selected from the original pupil evaluations (Card Form A) and re-evaluations (Card Form J), and nine selected programs or services. Only 10% of those students not in programs were sampled and were appropriately weighted in computation with a weight of ten. One of the variables was grade placement. For this variable only grades one through 12 were used. The grade variable was omitted for those students in kindergarten, junior primary, or in special academic classes.

In Table 7-1, the means and standard deviations are of considerable interest in themselves. There was a general tendency for all of the teacher reevaluations to be less favorable than the initial evaluations. This was especially true for Item 12 - Cooperativeness.

It can be seen also that the proportion of pupils in most of the eight programs was very small. This was as low as two-tenths of one percent in some cases. Because of the small percentage of pupils in many of the programs, correlations with them tend to be very small, but also moderately stable. They are as stable as the means of those in each program. The correlations reflect the differences in means between each program group and the mean of the total group of approximately 23,000.

The student evaluation items correlate from .42 to .28 on the same item rating one year later. The highest consistency is for Item 2 - "How well they do their school work." This is the central item for one of the main factors. The rate/re-rate correlation is high enough to give stable results for the evaluation of groups.

TABLE 7-1

Correlations between Grade, Sex, Membership in Eight Selected Title I Programs, Model School Division, and Pupil Personnel Team Case Loads, and Selected Items from the Initial and Final Student Evaluation Forms (N = 24,355)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
1		006	152	-022	074	117	044	033	047	-018	089	096	165	039	1
2	006		-007	-055	149	139	156	165	079	-142	-056	200	155	173	2
3	152	-007		109	-027	006	-021	-049	-037	-014	012	-003	022	-027	3
4	-022	-055	109		-136	-117	-124	-145	-124	092	012	-116	-087	-112	4
5	074	149	-027	-136		494	592	634	388	-382	114	422	283	333	5
6	117	139	006	-117	494		518	421	358	-438	040	293	290	258	6
7	044	156	-021	-124	592	518		558	427	-495	018	346	280	356	7
8	033	165	-049	-145	634	421	558		349	-323	096	361	238	298	8
9	047	079	-037	-124	388	358	427	349		-376	002	233	204	243	9
10	-018	-142	-014	092	-382	-438	-495	-323	-376		198	-246	-266	-289	10
11	089	-056	012	012	114	040	018	096	002	198		056	-023	-027	11
12	096	200	-003	-116	422	293	346	361	233	-246	056		481	593	12
13	165	155	022	-087	283	290	280	238	204	-266	-023	481		525	13
14	039	173	-027	-112	333	258	356	298	243	-289	-027	593	525		14
15	143	196	-011	-120	404	271	321	361	226	-216	057	712	447	528	15
16	061	105	-043	-116	246	217	293	221	281	-224	-016	427	398	480	16
17	-068	-158	008	098	-224	-256	-298	-200	-210	330	114	-388	-476	-521	17
18	066	-060	027	010	023	-020	-028	029	-034	117	316	083	-031	-034	18
19	-286	-013	-077	-003	-073	-059	-032	-050	-006	009	-046	-038	-035	-008	19
20	006	-000	-020	015	-003	-001	-001	006	-008	003	007	004	-002	-015	20
21	-041	008	-038	-011	007	005	008	015	017	-004	010	004	002	008	21
22	057	-000	016	036	-025	-014	-020	-032	-007	014	013	-010	-018	-020	22
23	044	-034	047	054	-053	-042	-066	-032	-029	064	012	-029	-025	-055	23
24	097	024	-054	-004	054	041	038	-048	020	-015	002	070	074	060	24
25	038	016	-023	020	-011	-006	003	-000	007	001	004	-002	-010	-008	25
26	045	021	084	-003	025	014	015	-014	007	007	-000	022	027	016	26

(Table 7-1 continued on next page)

Decimals omitted

TABLE 7-1 (Continued - 2)

	15	16	17	18	19	20	21	22	23	24	25	26	
1	143	061	-068	066	-286	006	-041	057	044	097	038	045	1
2	196	105	-158	-060	-013	-000	008	-000	-034	024	016	021	2
3	-011	-043	008	027	-077	-020	-038	016	047	-054	-023	084	3
4	-120	-116	098	010	-003	015	-011	036	054	-004	020	-003	4
5	404	246	-224	023	-073	-003	007	-025	-053	054	-011	025	5
6	271	217	-256	-020	-059	-001	005	-014	-042	041	006	014	6
7	321	293	-298	-028	-032	-001	008	-020	-066	038	003	015	7
8	361	221	-200	029	-050	006	015	-032	-032	048	-000	014	8
9	226	281	-210	-034	-006	-008	-017	-007	-029	020	007	007	9
10	-216	-224	330	117	009	003	-004	014	064	-015	001	007	10
11	057	-016	114	316	-046	007	010	013	012	002	004	-000	11
12	712	427	-388	083	-038	004	004	-010	-029	070	-002	022	12
13	447	398	-476	-031	-035	-002	002	-018	-025	074	-010	027	13
14	528	480	-521	-034	-008	-015	008	-020	-055	060	-008	016	14
15		385	-350	065	-048	-007	002	-021	-023	085	-008	019	15
16	385		-431	-016	012	-015	005	-020	-036	053	-009	-004	16
17	-350	-431		204	019	011	-005	019	036	-054	010	-018	17
18	065	-016	204		-029	010	-001	015	011	003	-003	007	18
19	-048	012	019	-029		-014	-019	-023	-014	-029	-018	-014	19
20	-007	-015	011	010	-014		006	-005	-003	002	004	-003	20
21	002	005	-005	-001	-019	006		-007	-004	002	012	-004	21
22	-021	-020	019	015	-023	-005	-007		-005	025	028	-005	22
23	-023	-036	036	011	-014	-003	-004	-005		-005	-004	-002	23
24	085	053	-054	003	-029	002	002	025	-005		023	-005	24
25	-008	-009	010	-003	-018	004	012	028	-004	023		015	25
26	019	-004	-018	007	-014	-003	-004	-005	-002	-005	015		26

(Table 7-1 ccntinued on next page)

Decimals omitted

TABLE 7-1 (Continued - 3)

Means and Standard Deviations for 26 Variables --
Grade, Sex, Membership in Eight Selected Title I Programs,
Model School Division, and Pupil Personnel Team Case Loads,
and Selected Items from the Initial and Final Student Evaluation Forms
(N = 24,355)

VARIABLE	DESCRIPTION	MEANS	STANDARD DEVIATIONS
1	Grade (Grades 1 thru 12 only, others omitted)	5.450	3.104
2	Sex (% males)	49.3%	50.0%
3	Model School Division	26.1%	43.9%
4	PPW Case Load, "Squeaky Wheels"	13.8%	34.6%
5	SEF (1966) Item 2 How well do school work	2.246	0.624
6	SEF (1966) Item 4 Emotional Maturity	2.139	0.544
7	SEF (1966) Item 5 School Attitude	2.002	0.562
8	SEF (1966) Item 7 Reading	2.114	0.614
9	SEF (1966) Item 8 Home Environment	1.700	0.761
10	SEF (1966) Item 12 Uncooperative-Cooperative	3.718	1.204
11	SEF (1966) Item 14 Shy-Aggressive	2.879	1.136
12	SEF (1967) Item 2 How well do school work	2.281	0.636
13	SEF (1967) Item 4 Emotional Maturity	2.171	0.563
14	SEF (1967) Item 5 School Attitude	2.031	0.584
15	SEF (1967) Item 7 Reading	2.186	0.628
16	SEF (1967) Item 8 Home Environment	1.791	0.703
17	SEF (1967) Item 12 Uncooperative-Cooperative	3.547	1.172
18	SEF (1967) Item 14 Shy-Aggressive	2.956	1.024
19	Primary Summer School	6.8%	25.3%
20	Resident Camp (YMCA)	0.2%	5.2%
21	Team-Up	0.6%	7.7%
22	Age 13.7 Reading Program	0.8%	9.1%
23	Social Adjustment	0.2%	5.0%
24	Reading Incentive Seminars	1.0%	10.4%
25	Future for Jimmy (Summer)	0.7%	8.6%
26	Extended Day - Double Barrel	0.2%	5.0%

Note 1. For exact wording of SEF Items, see Appendix F.

Note 2. Sample contains 16,555 students in Title I programs who had both initial (May 1966) and final May 1967) teacher evaluation, plus a one-tenth sample (with a weight of 10) of all others who were not in programs, but for whom the initial and final evaluations were also available.

Inspection of the correlations in Table 7-1 reveals little correlation between programs. This factor may be almost ignored in this initial round of program evaluations since the pilot programs tend to be small and few of the programs show substantial changes in performance of their pupils. However, as the more promising programs get expanded and as longer continuing programs produce greater changes, the intercorrelations between programs will become more important to consider.

An important part of Table 7-1 is the correlations between programs and the evaluation items. An inspection of these reveals a very important finding - the programs frequently correlate more highly with the pre-evaluations than with the post-evaluations. Program membership patterns frequently predict pre-program status better than they do post-program status. This finding indicates that longitudinal data will be essential for any evaluation system that is sensitive enough to detect small short-range changes related to specific school programs. Otherwise, there seems to be no way of discounting the significant correlations between the programs or treatments and the initial performance levels of the pupils. These correlations reflect the indirect selective factors causing different kinds of pupils from the same gross social groups to appear in different programs or to be subjected to different treatments.

The effectiveness of a program in regard to a specific evaluation item may be deduced from these data by the change in correlation on the item before and after the program experience. A program with below-average pupils will correlate negatively with performance initially and the later correlation will be a lower negative value, or a positive value if the program is associated with positive changes. Programs with above-average students will correlate positively with performance initially and this will increase if the program is effective.

The correlations in Table 7-1 were factored into 15 factors by extracting all factors contributing more than three percent variance. The factors were then rotated by the varimax method. Table 7-2 contains the rotated factor loadings for each variable.

Factor 1 represents the "Halo Effect" on the reevaluations and Factor 2 represents the same for the original evaluations. This "Halo Effect" is the general impression the teacher has of the student. The factor coefficients or loadings represent the extent to which the students in each category are high or low in the teacher's general impression. The Factor 1 loading of -.1371 for grade means that those in higher grades tend to be rated better than those in lower grades. The loading of -.1349 for sex means that girls get rated better. The change in program factor loading from Factor 2 (original ratings) to Factor 1 (later ratings) can be taken as an estimate of the effect of a program in improving the general impressions of the teachers for those students who have been in the program. Those served by the Pupil Personnel Teams are poor on the first ratings and improve. This is also true of those in the Primary Enriched Summer School program and the Social Adjustment program. On the other hand, those in the Reading Incentive Seminars are good at first and get even better.

TABLE 7-2

Rotated Factor Loadings (Varimax Rotation*) for 26 Variables -- Grade, Sex, Membership in Eight Selected Title I Programs, Model School Division, and Pupil Personnel Team Case Loads, and Selected Items from the Initial and Final Student Evaluation Forms

(N = 24,355)

Variable	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	-137	-036	153	699	101	058	030	-086	-013	-060	-172	-013	070	235	190
2	-135	-116	-043	-002	015	009	008	005	-001	-000	-002	-978	-013	-010	-035
3	018	007	008	073	-070	-018	048	-010	018	-001	051	012	021	946	-011
4	075	108	026	-008	-975	015	-003	-010	-010	-020	-014	015	028	070	018
5	-195	-750	094	053	033	-015	030	-007	008	013	-025	-015	-012	-038	-342
6	-170	-716	018	094	025	-016	-004	-006	-007	010	-032	-071	-015	057	073
7	-217	-791	-022	-011	003	006	008	-001	-001	005	001	-028	-039	-013	-072
8	-139	-709	081	010	058	001	022	004	-003	025	-019	-048	023	-080	-389
9	-202	-636	052	-032	076	023	012	022	012	-022	022	038	040	-077	331
10	214	647	294	042	-000	-006	056	-007	018	008	-013	051	064	-119	-178
11	022	-050	793	092	-064	-010	022	007	017	010	027	018	013	-092	003
12	-715	-230	117	005	053	017	-002	-003	-016	-020	-026	-074	008	044	-427
13	-726	-167	-024	098	005	-011	016	-002	-016	016	-051	-058	-001	074	034
14	-784	-198	-045	-038	008	000	005	011	011	001	008	-028	-039	-026	-144
15	-665	-213	112	051	078	011	-004	-011	-000	-005	-061	-079	022	039	-456
16	-706	-176	054	-040	050	-005	-012	003	019	010	010	037	-002	-102	218
17	699	178	267	-047	017	021	-020	-010	-006	-017	-008	051	019	032	-178
18	018	030	776	-031	041	005	-024	002	-022	-015	-020	019	-019	107	-033
19	-029	041	046	-866	065	020	007	-060	-001	-013	-080	-011	032	074	150
20	010	001	009	009	-009	001	001	004	-999	003	001	002	-001	-017	-003
21	-004	-007	012	-004	009	007	000	996	-003	002	-007	-005	001	-011	004
22	018	015	006	029	-020	012	-000	-002	004	-997	-010	-004	-005	001	003
23	029	042	-004	020	-028	-003	-004	001	001	005	005	011	993	022	-002
24	-053	-027	-013	035	-014	009	-003	008	002	-009	-982	-002	-006	-049	-020
25	012	-000	-006	022	-014	997	009	008	-002	-012	-005	-008	-005	-019	-001
26	-014	-008	-002	014	003	007	996	-003	001	003	002	-012	-003	048	-001

Decimals omitted

*Varimax rotation program developed by the staff of the Computer Center of The George Washington University.

One of the most important findings is that there tend to be extensive relationships between the kind of program or treatment and the quality level of the students being affected. It does not seem possible to remove the effect of this by means of multivariate analysis with multiple control factors. Even with many exterior factors held constant, those in some groups are above or below average because of indirect selection. For this reason it does not seem possible to develop a system sensitive enough to detect very small initial effects of programs or treatments (smaller classes, for example) without longitudinal follow-up data so that the initial measure of a student can be used as a control factor to assess changes associated with programs or treatments.

The method of multiple correlation of treatment factors, control variables, and one-shot performance measures used in Project Talent (Flanagan et al., 1962), the Survey of Equal Employment Opportunity (Office of Education, 1966), and other studies, is adequate for determining that in-school factors account for a very small part of variation in student performance. However, this approach cannot have the sensitivity needed for assessing the exceedingly small initial changes in performance associated with individual programs or treatments in order to sort out the numerous educational innovations and assign them priorities. Data from longitudinal studies are essential for this purpose.

The third factor represents shyness vs. aggressiveness. It can be seen that the students in higher grades tend to be more aggressive and the summer school students tend to be more shy. However, the other programs seem to have little relationship to this factor.

Factors 4 through 14 represent the various programs and the Model School Division. Each factor has an extremely high factor loading for the program that defines it. The loadings of other programs indicate the degree of overlap in program membership.

The last factor (15) represents academic performance with the general impression of the teacher held constant. This tends to confirm the original findings of the factor analysis of the initial evaluations (see Appendix A).

One of the best ways of presenting the data on program gain is to plot the mean initial evaluation against the mean later evaluation. This is done for SEF Item 2, "Classroom Performance" in Figure 7-1. It can be seen that there is a very high correlation ($r=.864$) between the two mean evaluations. There is also little apparent tendency for regression toward the mean. Some poorly performing groups get worse or stay the same while other groups that perform well initially improve later.

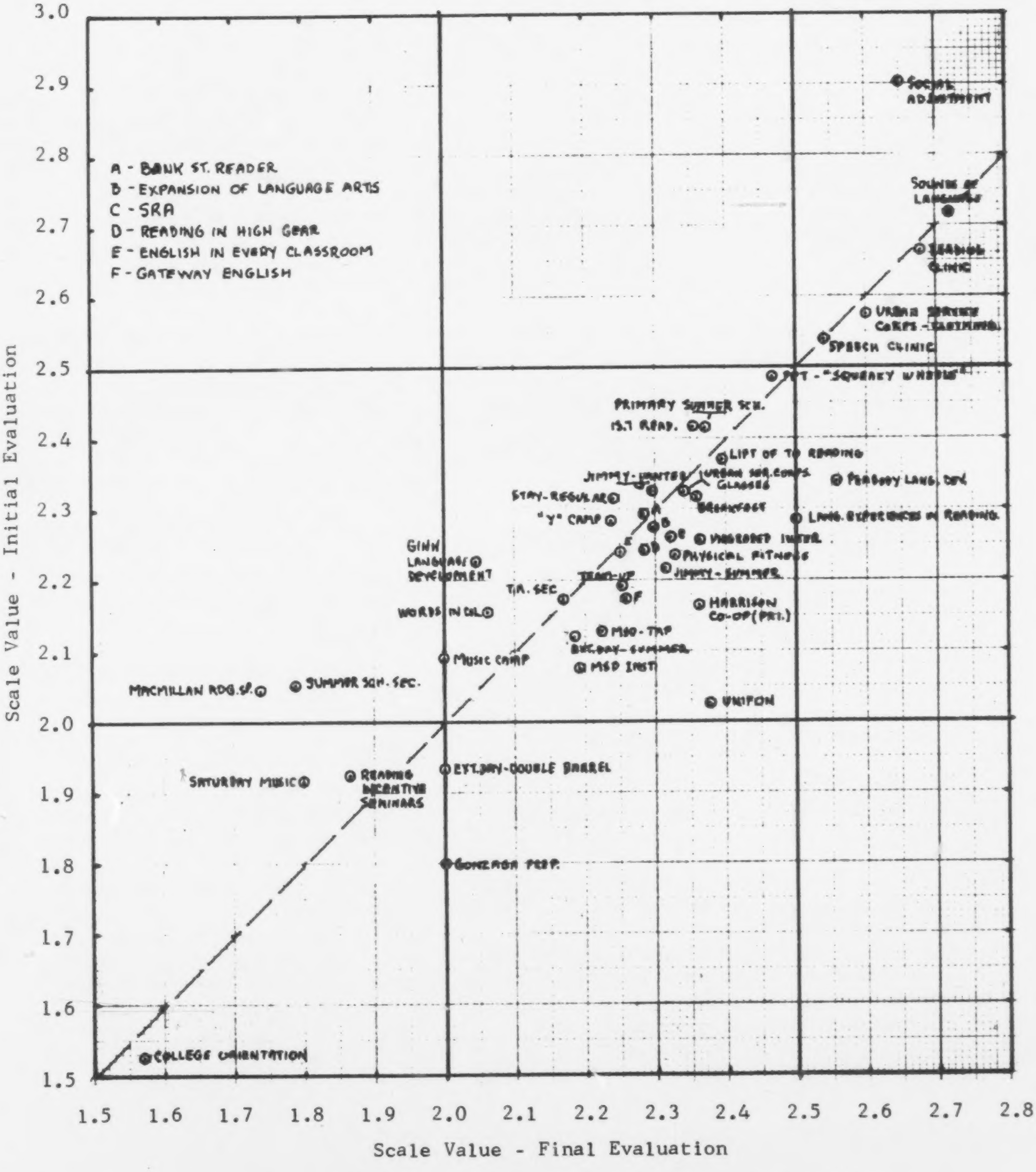

Figure 7-1. Plot of Initial Evaluations against Final Evaluations on SEF Item 2, "Classroom Performance," for Title I Programs and Services.

The group correlation between initial and later evaluations is high enough to warrant using the mean initial evaluation as the predicted level for assessing individual programs. Programs can be compared in terms of gain on the post-evaluations with little apparent distortion by regression toward the mean. Table 7-3 shows the reevaluation gains for the 15 programs or services that were better in mean evaluation by teachers on the post-evaluations. It can be seen that the entire group was rated less favorably on all of the items on the reevaluation at the end of the 1966-67 school year. Those programs gaining are shown with ++. Those losing less than the average amount are shown with + and those losing more than average are shown with a minus. The programs are shown in order of their total number of pluses. The programs showing the most consistent patterns of gains include the Reading Incentive Seminars, School to Aid Youth (STAY), Social Adjustment, MacMillan Reading Spectrum, Enriched Summer School (both elementary and secondary), Music Camp, Saturday Music, Ginn Language, and Intensive Services by the Pupil Personnel Teams.

Of course, some of the programs have very small numbers of complete sets of data. When size of sample is considered, the greatest confidence can be placed in the relative merits of the Enriched Summer Schools, Intensive Services of the Pupil Personnel Teams, and the Social Adjustment Program.

In the Reading Program, sixteen different approaches were tried out. Most of the samples were too small to warrant final judgment on the merits of individual programs, but several of the reading approaches showed preliminary indications of merit. These included the MacMillan Reading Spectrum, Ginn Language Development, and Words in Color. The SRA Reading Labs program had a large sample and showed no positive association with gain in teacher evaluations, and the same was true of Gateway English. The evidence is conclusive that the sixteen programs as a whole showed little association with the evaluations. It can be concluded that the way in which reading is taught is unlikely to cause any quick increase in the reading performance of the pupils. Nevertheless, it is important for the D.C. teachers to have available to them a variety of new tested methods of teaching reading and the experimentation should continue, concentrating on the more promising methods.

TABLE 7-3

Evaluations by Teachers for those
Programs that Gained on Item SEF-2

		SEF Items*					Number
Program	N	2	4	5	7	12	Pluses
Total group weighted N=24,355		-.035	-.032	-.029	-.072	-.171	
Reading Incentive Seminars	267	++	++	++	++	++	10
STAY (winter)	54	++	++	++	++	++	10
Social Adjustment	61	++	++	++	+	++	9
MacMillan Reading Spectrum	23	++	-	++	++	++	8
Primary Summer (elem.)	1660	++	++	++	+	-	7
Summer Music Camp	11	++	-	++	++	-	6
Saturday Music Program	12	++	-	++	++	-	6
Intensive services from Pupil Personnel Teams	2004	++	+	+	+	+	6
Ginn Language	22	++	-	++	-	++	6
Enrichment Summer (sec.)	39	++	++			+	5
Words in Color	51	++	-	-	++	-	4
13.7 Reading Program	204	++	-	-	+	-	3
Future for Jimmy (winter)	183	++	-	-	-	-	2
YMCA Camp	67	++	-	-	-	-	2

(++ = actual gain
+ = less than average decrease or no change
- = more than average decrease)

* Item 2: "How well does this pupil do in his school work?"
Item 4: "How is his emotional maturity?"
Item 5: "How favorable is his attitude toward school?"
Item 7: "How well does he like to read?"
Item 12: "Uncooperative -- Cooperative"

SUMMARY

A number of studies were carried out to interrelate program membership and student performance evaluations made both before and after program participation. It was found that there tend to be extensive relationships between the kind of program or treatment and the quality level of the students being affected. Extensive distortion of the relationships is caused by the indirect selection factors involved in a student becoming a member of any given program. It does not seem possible to remove the effects of this by means of multivariate analysis with multiple control factors.

It appears that to develop an evaluation system sensitive enough to detect very small initial effects of programs or treatments, one must have longitudinal follow-up data so that the initial measure of a student can be used as a control factor to assess changes associated with the program.

It was found that one of the best ways of evaluating programs was to compare the mean initial evaluation against the later mean reevaluation. The two mean evaluations correlated quite highly with little apparent tendency for regression toward the mean.

The group correlation between initial and later evaluations is high enough to warrant using the mean initial evaluation as the predicted level for assessing individual programs.

Several programs were found to exceed expected performance.

Chapter 8

SPECIAL STUDIES

Part A. EVALUATION OF TEACHER-AIDES

Introduction

One important use of Title I funds was for teacher-aides. There were several programs involving teacher-aides:

1. Teacher-aides in other than Model School Division schools
2. Teacher Assistance Program (TAP) in the Model School Division
3. Teacher-aides - Howard University Training Program

Outside the Model School Division the general use of aides was divided into three main programs: the elementary, the secondary, and the vocational. In the elementary schools, aides were generally assigned to teachers, while in the secondary and vocational schools, aides were more likely to be assigned to the school office or to other administrative or clerical duties.

Because the primary intent of Title I programs was to assist the students, the study gave considerable emphasis to study of aides, from whatever source, in the elementary schools.

Three Questionnaires Developed

In addition to extensive interviews with the administrators of the teacher-aide programs in both the regular schools and the Model School Division, extensive review was made of the literature of evaluation of teachers and aides, including the Washington Psychiatric Association's evaluation of the training-aide program in the Model School Division in 1965-1966. As a result, it was decided to evaluate teacher-aides through the following three questionnaires:

Teacher-Aide Questionnaire for Principals
Teacher-Aide Questionnaire for Classroom Teachers
Questionnaire for Teacher-Aides

One of the primary concerns in writing the questions was to avoid asking aides and teachers questions whose answers might contradict, directly or indirectly, the answers of the principals. A "you did--you didn't" situation was avoided wherever possible. In this way it was thought that teachers and aides would be more likely to give useful answers. An overall evaluation was desired from the three levels of how the program was operating and what could be done to make it more effective. In particular, answers were sought as to how training and preparation for the use of aides might be improved, as seen from the three points of view.

The questionnaires used will be found in Appendix F.

Characteristics of the Aides

The information presented in Table 8-1 was obtained from 187 of the teacher-aides in 56 elementary schools in the District of Columbia Public Schools. It will be seen that there were far more female aides than male. The modal age for all aides was 20-24 years. The median age for the females was 33.6 years. Of the total group, 70.6% had had only a high school diploma, 23.5% had had some college training, and only 5.9% had a college degree. Almost 96% of the teacher-aides were employed full time as aides. However, only 78% of them worked full time for any one teacher.

The division of time of these teacher-aides between teachers is indicated in Table 8-2. It will be seen that these 187 teacher-aides worked with a total of about 310 different teachers.

How the Aides were Used

Teachers were asked, "What percentage of time, on the average, does the teacher-aide spend in the following categories?" The answers to this question are shown in Table 8-3. It will be seen that the largest proportion of time of both full-time and part-time aides was spent in clerical work. Teachers with full-time aides tended to use them in housekeeping tasks the next largest proportion of the time, with duties outside the classroom coming next.

Teachers with part-time aides reported using them in "activities with children outside the classroom" next most frequently after their clerical duties, with housekeeping tasks coming third.

Neither group used aides for instructional purposes very extensively, and very few teachers, particularly those with only part-time aides, used their aides to assist with audio-visual materials. Very few of the full-time aides and none of the part-time aides were used for parent contacts.

Principals were asked to report the kinds of assignments that teacher-aides were given outside the classroom. Percentages of time were not asked for. Table 8-4 shows the duties mentioned in their order of frequency.

TABLE 8-1

Distribution of Teacher-Aides by Sex, Age, and Education
(N = 187)

Sex and Age	Total Teacher-Aides	High School	College Undergraduate	College Graduate
FEMALE				
Under 20	8	7	1	0
20 - 24	33	25	8	0
25 - 29	26	19	6	1
30 - 34	27	21	5	1
35 - 39	24	17	5	2
40 - 44	25	17	6	2
45 - 49	9	6	1	2
50 - 54	8	3	4	1
55 - 59	7	5	1	1
Unknown	11	5	5	1
Total Female	178	125	42	11
MALE				
Under 20	2	2	0	0
20 - 24	4	4	0	0
25 - 29	0	0	0	0
30 - 34	1	0	1	0
35 - 36	1	1	0	0
Unknown	1	0	1	0
Total Male	9	7	2	0
Total Male and Female	187	132	44	11

TABLE 8-2

Distribution of Teachers having Teacher-Aides Working with Them Full Time or Part Time in Regular Schools and Model School Division Schools

	Other than MSD		MSD		Total	
	Number	Percentage	Number	Percentage	Number	Percentage
Full Time	54	21.6%	25	43.3%	79	25.5%
Part Time	196	78.4%	35	56.7%	231	74.5%
Total	250	100.0%	60	100.0%	310	100.0%

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TABLE 8-3

How Teachers Used Teacher-Aides (Teacher Questionnaire Item 3)

Area		Proportion of time spent by aide	
Clerical	FT	28.3%	XXXXXXXXXXXXXXXXXXXXXXXXXXXX
	PT	16.3%	XXXXXXXXXXXXXXXX
Housekeeping	FT	25.2%	XXXXXXXXXXXXXXXXXXXXXXXXX
	PT	9.3%	XXXXXXXXX
Instructional	FT	7.6%	XXXXXXXX
	PT	1.3%	X
Audio-Visual	FT	13.1%	XXXXXXXXXXXXX
	PT	7.8%	XXXXXXXX
Parent Contacts	FT	2.4%	XX
	PT	0.0%	
Outside Activities	FT	24.4%	XXXXXXXXXXXXXXXXXXXXXXXX
	PT	15.8%	XXXXXXXXXXXXXXXX

FT = teachers with full-time aides (N = 79)
PT = teachers with part-time aides (N = 231)

TABLE 8-4

Assignment of Teacher-Aides Outside the Classroom
(Principal's Questionnaire, Item 3)
N = 52

Duty	Percentage of Principals
Field trips	80%
Playground supervision	75%
Lunchroom duty	73%
Clerical work	71%
Escorting children (to clinic, home, etc.)	43%
Hall police	29%
Other	32%

Teacher-aides were also asked to list the duties assigned to them by the principal outside the classroom. Again, no percentages were asked for, and the question was open-ended. Table 8-5 shows the duties listed by 137 full-time aides, most of whom divided their time between two or more teachers. No attempt was made to group these duties, as did the principals. The table is given to show the range of duties performed. Many of these duties would have had to be performed by a regular classroom teacher if there had been no aide to do them.

Teachers were also asked to "check the areas in which teacher-aides assisted you." Responses are shown in Table 8-6. Again, these figures show the percentage of teachers checking each item. Most of the areas listed in this table are outside the areas in which the teachers said that they used the teacher-aides. They are primarily in the instructional field, although many of them might have been considered "housekeeping" in nature. Some of the items, such as "home economics" and "science projects", would not apply, as the majority of aides were used in the primary grades.

Preparation of Teacher-Aides

Principals were asked, "In which of the following areas do you feel teacher-aides would have benefited from more training?" The principals answered this question for all the aides they dealt with, no matter what the source. Thus the answers apply to teacher-aides in general. As will be seen in Table 8-7, training for clerical duties would receive the most emphasis in their modification of the training programs. This is the only area in which more than half of the principals agreed.

It is probable that the last item in the table received less emphasis because most of the aides were selected from the areas they served, and could be presumed to know the parents and homes of the children.

Teachers were also asked, "In which of the following areas do you think the teacher-aide should be given more training before assignment to a classroom?" Their answers are shown in Table 8-8. It will be seen that no area

TABLE 8-5

Frequency of Duties Assigned to Full-Time Teacher-Aides by Principals as Reported by Teacher-Aides
(N = 137)

Rank Order	Frequency	Duties
1	85	Clerical work (rolls, paper correction, etc.)
2	72	Outside activities (playground duty, trips, etc.)
3	51	Lunchroom duties
4	42	Help children with personal problems
5	41	Help with kindergarten program
6	32	Individual help with seat work
7	29	Use of audio-visual equipment
8	28	Relieve teacher in emergency
9	24	Help in main office
10	20	Prepare bulletin boards
11	18	Handle discipline
12	18	Classroom housecleaning
13	16	Distribute materials
14	15	Help with reading group
15	15	Help with school affairs (book fair, assembly programs, etc.)
16	15	Hall duty
17	13	Help in library
18	11	Help nurse and/or dental technician
19	10	Help in bookroom and stockroom
20	9	Help with art period
21	8	Lead singing groups
22	8	Help with free lunch or breakfast program
23	7	Help register new students
24	6	Help with math period
25	6	Supervise games
26	5	Proctoring standardized tests for counselors
27	5	Help with clubs and pupil work details
28	4	Read stories
29	4	Run errands
30	2	Give spelling words
31	2	Help with science projects
32	2	Parent conferences
33	1	Home visits
34	1	Help with language group

TABLE 8-6

Percentage of Teachers Reporting Assistance by Teacher-Aides by Various Areas (Teacher Questionnaire Item 3*)

	Teachers with			
	Full-time Aides N = 79		Part-time Aides N = 231	
Area	% reporting	Rank	% reporting	Rank
Relieve teacher in emergency	70%	1	79%	1
Help with art period	45%	2	69%	2
Help with workbooks	40%	3	33%	5
Help with reading groups	33%	4	25%	7.5
Help with mathematics period	28%	5	25%	7.5
Read stories	25%	6.5	48%	3
Help in drill exercises	25%	6.5	35%	4
Help with social studies period	18%	8	25%	7.5
Tell stories	13%	10	21%	10.5
Help with language groups	13%	10	10%	15
Help with science projects	13%	10	17%	13
Lead group singing	10%	12.5	25%	7.5
Read poetry	10%	12.5	21%	10.5
Give spelling words	8%	14	19%	12
Help with kindergarten program	5%	15.5	8%	16
Conduct show and tell	5%	15.5	13%	14
Help with home economics program	0%	17	2%	17

TABLE 8-7

Areas in Which Teacher-Aides Would Have Benefited from More Training (Principal's Questionnaire Item 5*) (N = 56)

Area	Percentage of Principals
Clerical (such as familiarity with school records, use of mimeograph, etc.)	70%
Use of visual aid equipment	48%
Academic subjects (such as reading and arithmetic)	43%
Their role in relation to classroom teachers and school procedure	41%
Their role in relation to children in classroom	39%
Housekeeping (such as assisting in preparation for art, bulletin boards)	36%
Duties such as playground supervision, field trips and the like	36%
Their role in relation to the parents and the homes of the children	25%

*For exact wording of question, see Appendix F.

TABLE 8-8

Teachers' Recommendations for Teacher-Aide Training Before Assignment to a Classroom (Teacher Questionnaire Item 8*)

Area		Proportion of Teachers Recommending Area for Training	
Clerical	FT	27.1%	XXXXXXXXXXXXXXXXXXXXXXXXXXX
	PT	26.2%	XXXXXXXXXXXXXXXXXXXXXXXXXX
Special AC.	FT	8.1%	XXXXXXXX
	PT	7.7%	XXXXXXXX
Role	FT	36.8%	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
	PT	27.0%	XXXXXXXXXXXXXXXXXXXXXXXXXXX
Understand Children	FT	22.4%	XXXXXXXXXXXXXXXXXXXXXX
	PT	28.1%	XXXXXXXXXXXXXXXXXXXXXXXXXXXX
Educational Skills	FT	25.5%	XXXXXXXXXXXXXXXXXXXXXXXXXX
	PT	19.7%	XXXXXXXXXXXXXXXXXXXX
Other	FT	6.8%	XXXXXXX
	PT	5.4%	XXXXX

FT = Teachers with full-time aides (N = 79)
PT = Teachers with part-time aides (N = 250)
*For exact wording of question, see Appendix F.

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TABLE 8-9

Teacher-Aide Recommendations as to Areas for More Training (Teacher-Aide Questionnaire Item 4*) (N = 175)

Area		
Clerical	40%	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
Housekeeping	5%	XXXXX
Ac. Subj.	52%	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
Audio-Vis.	33%	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
Role/Teach.	19%	XXXXXXXXXXXXXXXXXXX
Role/Child	29%	XXXXXXXXXXXXXXXXXXXXXXXXXXXXX
Role/Parnt	27%	XXXXXXXXXXXXXXXXXXXXXXXXXXX
Playgnd	10%	XXXXXXXXXX
Other	10%	XXXXXXXXXX

*For exact wording of question, see Appendix F.

was mentioned by a majority of the teachers. The most frequently mentioned area was "role of the aide in relation to classroom teacher and school procedure." Among the items mentioned under "other" were: use of audio-visual aids, use of mimeograph machine, and know how to print and write legibly.

When teacher-aides were asked about the areas in which training would have helped them, their answers were as shown in Table 8-9.

A majority of teacher-aides apparently feel a need for more formal academic training, even though this is not the use to which either their principals or teachers want to put them. Principals and teachers with full-time aides put this area third, and teachers with part-time aides put it fourth.

Aides also show a need for more training in clerical areas, which is concurred in by both principals and teachers. It also is of interest to note that the aides concur with the principals as to the necessity of training in the use of audio-visual aids. The teachers were not asked about this area, although this was the most frequent write-in to Question 8 of the Teacher Questionnaire.

Performance of Teacher-Aides

The principals were almost unanimous in their endorsement of teacher-aides. When asked whether they thought teacher-aides adjusted and contributed to their school, 82% of them said that they had been "very helpful." Another 14% of them said that they had been of "some help".

Teachers were asked for more details about the performance of teacher-aides. Table 8-10 shows the responses of teachers to three questions about performance.

When teachers were asked whether they would request a teacher-aide in the future, 97% of them said "Yes". Various reasons were given for not wanting an aide. These were usually something like "Work aide can do can be done by any classroom child," "Can carry on better by myself." It is interesting to note that those teachers who had aides full-time wanted them full-time. Those who had them part-time were split 61.9% for full-time and 35.5% for part-time aides. The rest did not respond to the question.

A few of the reasons given for not wanting aides full-time were:

> "Don't need aide in afternoon due to program."
> "Prefer working with children without help at times."
> "Prefer only in emergencies."
> "So far, assignments given to aides do not require full time."
> "There are not enough duties to keep aide busy at all times."
> "To allow other teachers to have aides also."

TABLE 8-10

Responses of Teachers with Full-Time and Part-Time Aides as to Performance of Aides (Teacher Questionnaire Items 4, 5, and 6)

ITEM 4. HOW WELL DOES YOUR TEACHER-AIDE UNDERSTAND THE STUDENTS AND THEIR NEEDS?

Very well	FT	51.7%	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
	PT	40.9%	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
Average	FT	42.8%	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
	PT	56.9%	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
Not very well	FT	5.5%	XXXXXX
	PT	1.3%	X

ITEM 5. DOES THE HELP OF THE TEACHER-AIDE GIVE YOU MORE TIME TO WORK INDIVIDUALLY WITH THE STUDENTS IN YOUR CLASS?

A great deal	FT	34.0%	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
	PT	17.1%	XXXXXXXXXXXXXXXXX
Some	FT	60.4%	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
	PT	44.6%	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
None	FT	5.6%	XXXXXX
	PT	29.3%	XXXXXXXXXXXXXXXXXXXXXXXXXXXXX

ITEM 6. DOES THE TEACHER-AIDE HAVE ANY DIFFICULTY MAINTAINING DISCIPLINE IN HER ASSOCIATION WITH THE STUDENTS?

None	FT	45.9%	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
	PT	43.8%	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
Some	FT	41.7%	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
	PT	52.6%	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
A great deal	FT	8.4%	XXXXXXXX
	PT	3.6%	XXXX

FT = Teachers with full-time aides (N = 79)
PT = Teachers with part-time aides (N = 231)

Some of the reasons given for wanting aides full-time were:

> "Full-time because primary teachers need more help in more areas."
> "Full-time because pupils are hard to discipline on a part-time basis."
> "Full-time because more complete family relationship realized."

Teachers were also not unanimous in recommending a training period for teacher-aides before assignment to a classroom. Over one-third of them thought that training was not required. The usual reason was that the teacher thought she was capable of training the aide to her own classroom situation.

Ratio of Teachers to Teacher-Aides

Principals were asked the following question:

> "VIII. If a fixed amount of money were available for instruction in your school, and teachers and teacher-aides had to be paid out of the same budget, what ratio of teachers to teacher-aides would you like to have in your school? Why?"

The responses to this question are shown in Table 8-11:

TABLE 8-11

Response of Principals of Elementary Schools with Teacher-Aides as to Proper Ratio of Teachers to Teacher-Aides
(N = 52)

Aides		Teachers	Number of Principals
one	to	one	16
one	to	two	12
one	to	three	6
one	to	four	3
one	to	five	6
one	to	six	3
one	to	seven	3
	No aides		3
			52

It will be seen that the responses ranged between one to one and seven to one.

It is probable that many of the principals did not fully comprehend the "trade-off" herein proposed, since so many of them recommended one-to-one or very low ratios. However, internal analysis of the questionnaires indicates that a substantial number did comprehend and still recommended ratios of one to seven or eight. A very few said they would not want any aides if having aides would mean having fewer teachers. However, considering all of the information obtained on the present teacher-aide program, there seems to be overwhelming sentiment in the schools that the present one-to-20 ratio is far too low.

However, it is recommended that the present level be retained for the time being, until further research results can be obtained. It certainly should not be lowered, but it probably should not be increased as long as the funds have to come from ESEA Title I at the present funding level.

Part B. EVALUATION OF THE SUMMER 1966 PRE-KINDERGARTEN PROGRAM

A sample of children in the Summer 1966 Head Start Pre-Kindergarten Program was administered the Dailey Language Facility Test in July 1966. The scoring scale for this test is shown in Table 8-12. Distribution of basic language facility scores for these children is shown in Figure 8-1. Distributions for additional groups are shown in Appendix C. It can be seen that the Head Start children have the same distribution as do children in general.

In October 1967, a sample of 119 of these children was re-tested in the first grade. Table 8-13 shows the results on the re-test as compared with the original test scores. The sample here represents those children from the original sample at six Head Start centers who were in the first grade nearest to the center 15 months later. The group showed approximately twice the usual growth in ability to describe and interpret the series of pictures. Participation in the Summer Pre-Kindergarten Program appears to have stimulated growth in basic language facility. This change in means, plotted against time, is shown in Figure 8-1.

This follow-up study indicates that the D.C. Public Schools can run a Head Start Program that leads to stimulated language facility development. The various pre-kindergarten programs under Title I should be continued with emphasis on learning as much as possible about extending the regular educational programs down to age four or even three, eventually.

When the pupils in kindergarten, junior primary, and first grade were evaluated by their teachers in May 1967, information was also collected on their pre-kindergarten experiences. Table 8-14 shows the teacher evaluations for these three grades distributed according to pre-kindergarten experiences. Mean teacher evaluations for two items of the Student Evaluation Form (SEF) for each different combination of grade level are given. The first part of the table shows the N, mean score, and standard deviation of each group for evaluations of school performance, from SEF Item 2, "How well does this pupil do in his school work?" The second part of the table shows the same information for cooperativeness, from SEF Item 12, "Uncooperative -- Cooperative."

A general pattern can be seen in Table 8-14 of association between pre-kindergarten experience and higher rated classroom performance. Those pupils in the 1966 summer public school pre-kindergarten program who entered directly into the first grade or junior primary were rated by the teacher at the same level as those who had had no pre-kindergarten. However, these children had had no kindergarten and are being compared with a group most of whom had had kindergarten but no pre-kindergarten. It may be that the 1966 summer program was an effective substitute for those who missed kindergarten the year before. The pre-kindergarten groups also tended to be more cooperative.

TABLE 8-12

SCORING METHOD FOR BASIC LANGUAGE FACILITY

The response to each picture should be scored as follows:

9.....A well-organized story with imagination and creativity. Need not be original. May use well-known fictional or historical characters.

8.....A complete story that is not well organized.

7.....A story with an interpretation of some elements of action or intentions, as deduced from or suggested by the picture.

6.....A detailed description of what is happening, but nothing about past or future action or intentions. At level 6 all or nearly all of the elements of the picture will be covered, in contrast to level 5, where only selected elements will be covered.

5.....A partial description consisting of two or more sentences with some description of movement or action as seen in the picture.

4.....Two or more sentences describing persons or objects but no verb of action or indication of interaction between a person and an object.

3.....A complete sentence that makes sense.

2.....Compound responses, two or more words at a time, a single word describing action, or more than one single-noun response.

1.....One single-noun response.

0.....No response -- garbled speech, or only pointing at picture.

Each picture should be scored according to the above scale. The total score for the test is the sum of the scores on the three pictures used.

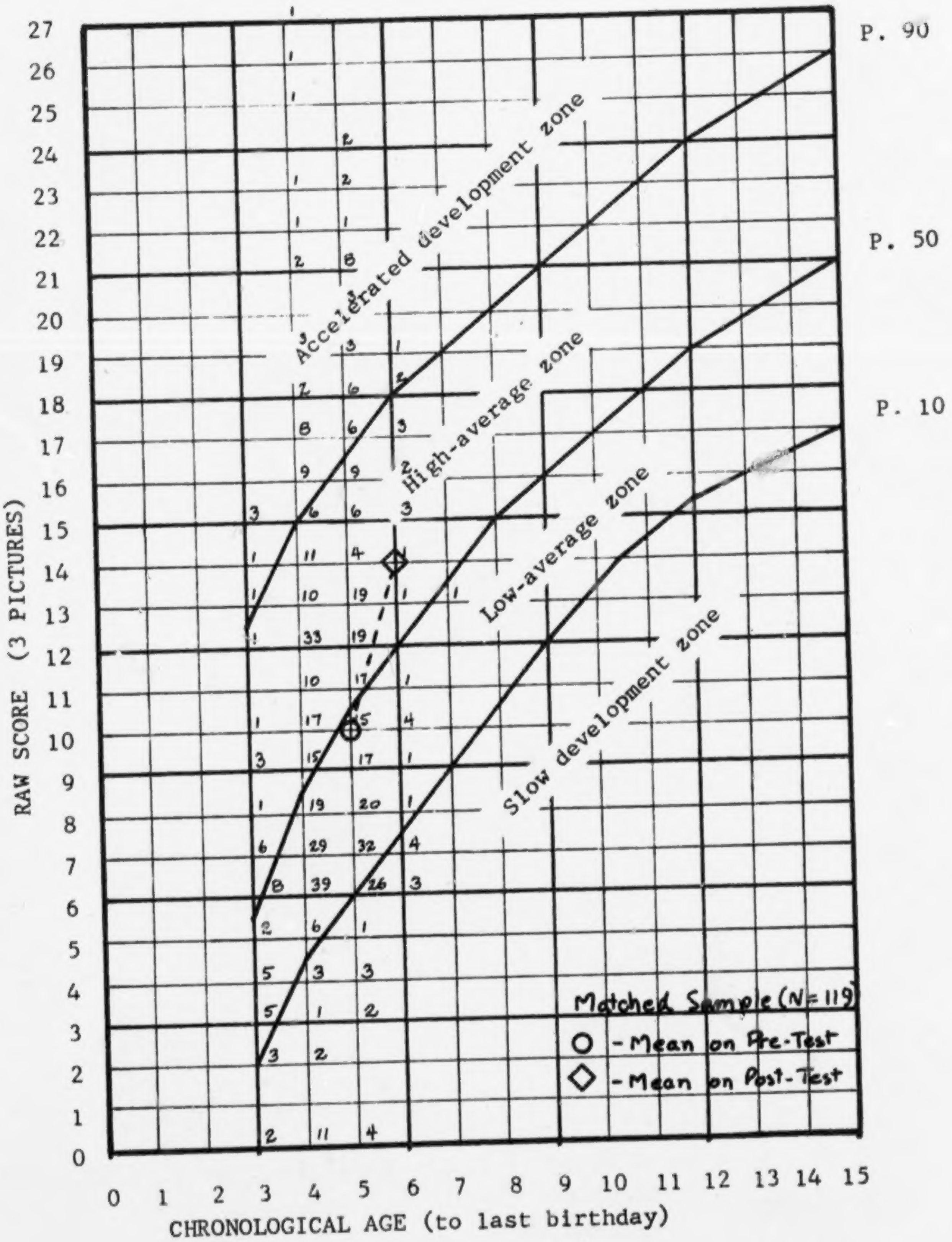

Figure 8-1. Distribution of D.C. Head Start children by age and basic score on the Dailey Language Facility Test, Summer 1966. (N = 527)

TABLE 8-13

Language Facility Test Scores for Summer 1966 Pre-Kindergarten Head Start Program Pre-Test versus Post-Test (N=112)

Post-Test Scores (Plates 4, 5, 6)

Pre-Test Scores (Plates 1, 2, 3)

	0-5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26-27	Frequency
27-22																							
21											1				1	1							3
20												1											1
19						1		1					1										3
18													1					1					2
17										2	2			2			2						8
16											2			1	1	1							5
15													2										2
14							1						1		1								3
13				1							2				1								4
12		1		1				1			3	1		1	2		1						11
11			1					1	3		2		1				1				1		10
10								1	2						1		1						5
9							1		1		1		2		1								6
8				3		1	1			1	1	1	1	1									10
7			2	3	1		1		1	3	3	1	1							1			17
6					1	2	1		1	4	1	1	1	1									13
5			1																				1
4					2																		2
3		1																					1
2																							
1																							
0		2	1		1							1											5
Frequency		4	5	8	5	4	5	4	8	10	18	6	11	6	8	2	5	1	0	1	1		112

	Date	Mean	Standard Deviation	
Pre-Test	July 1966	10.313	4.883	r = .463
Post-Test	Sept. 1967	14.143	4.314	

TABLE 8-14

Teacher Evaluations in June 1967 for Kindergarten, Junior Primary, and First Grade Pupils With and Without Pre-Kindergarten Training

Item 2 of the Student Evaluation Form: "How well does this pupil do in his school work?"
(1 = Above average; 2 = Average; 3 = Below average)

Pre-Kindergarten Experience	Kindergarten			Junior Primary			First Grade		
	N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.
Public Summer Head Start (1966)	1216	2.127	.559	135	2.333	.645	165	2.346	.664
Private Winter Head Start (1965-66)	24	2.000	.816						
Other public Pre-K	166	2.108	.712	36	2.222	.629	42	2.095	.684
Other private Pre-K	122	1.770	.651	18	2.166	.689	45	1.978	.745
None	1321	2.334	.640	687	2.389	.612	2019	2.338	.628
"Don't Know"	760	2.320	.663	555	2.355	.611	1760	2.301	.618

Item 12 of the Student Evaluation Form: "Uncooperative-Cooperative"
(1.0 = Uncooperative, 5.0 = Cooperative)

Pre-Kindergarten Experience	Kindergarten			Junior Primary			First Grade		
	N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.
Public Summer Head Start (1966)	1177	3.740	1.068	135	3.689	1.981	164	3.701	1.729
Private Winter Head Start (1965-66)	24	3.542	.998						
Other public Pre-K	164	3.713	1.048	36	3.444	1.143	42	3.929	.959
Other private Pre-K	119	4.008	.904	18	3.666	1.204	44	3.386	1.286
None	1285	3.494	1.021	687	3.415	1.266	1999	3.529	1.112
"Don't Know"	753	3.430	1.035	557	3.352	1.490	1742	3.528	1.119

Part C. EVALUATION OF THE LANGUAGE ARTS PROGRAM

In 1965 the Language Arts Program was evaluated by means of measuring the language facility and reading levels of students in the original Language Arts elementary schools and in a control group of schools from census tracts with nearly equal income. This study was described in the final report on Contract No. NS 2682, entitled: "An Evaluation of the Language Arts Program of the District of Columbia."

Table 8-14 shows the composite status rank of the original Language Arts schools and the control schools. The relative composite status rank of each school is indicated in Table 2-1 in Chapter 2 of this report.

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TABLE 8-15

Language Arts Program
Experimental and Control Schools

Experimental	Composite Status Level Rank
(all Elementary Schools)	6
	7
	10
	12.5 (first)
	20
	30
	35
	43

Control	Composite Status Level Rank
(all Elementary Schools)	5*
	12.5
	17
	19
	39
	44
	55
	58
	67

* In school year 1966-67 the children from School Rank #5 were in schools ranked 44 and 49.

Basic language facility was measured by the Dailey Language Facility Test. Each child tested describes or interprets a series of three pictures. The basic score on this test measures how well the child interprets pictures in his own language or dialect. It was found that there was little difference between the two groups here, and both groups showed a normal distribution of scores equal to children in general. There was also little difference between the two groups in reading level. Both groups were well below the norms for children in general. The slight differences were in favor of the Language Arts schools when adjusted for income level.

However, substantial differences in favor of the Language Arts schools were found when the oral responses to pictures were coded for deviations from standard English. The children who had been in the Language Arts Program from age 5 to 9 made substantially fewer errors than did those in the control schools. Table 8-15 shows the coding system used for deviations from standard English. It was concluded that the Language Arts Program seemed to be effective in increasing the ability of the children to speak standard English.

During the school year 1966-67 the Language Arts Program was extended to additional schools with Title I funds. In April 1967 the Dailey Language Facility Test was re-administered to a sample of the children who had been tested in 1965. Table 8-16 shows the results of the re-test on basic language facility. The Language Arts students gain was substantially greater than normal growth as can be seen from Figure 8-2. The April 1966 reading scores (Metropolitan Achievement Test) were also analyzed for the schools in the Language Arts Program and they were found not to differ from reading levels predicted from overall status rank and were not different from other similar schools. However, the children in the Language Arts schools were found to do substantially better in standard English.

Table 8-17 shows the distribution of total deviations for experimental and control schools. The experimental schools show fewer deviations. Both the experimental and control schools show a great deal of improvement from age 9 to 11. Table 8-18 shows results for errors in categories M, N, R. and W. There is a substantial difference in favor of the Language Arts schools.

The Language Arts Program seems to be an effective way of teaching standard English. However, it has been a very dilute program consisting essentially of a Language Arts teacher per elementary school over a period of 5 to 6 years with the children in the original schools who were followed up. It is strongly recommended that an intensified Language Arts Program be tried out in several elementary schools with Title I funds during the 1968-69 school year and that priority should be given to extending the Language Arts Program to all target area schools as soon as feasible.

TABLE S-16

LANGUAGE FACILITY TEST

Scoring Deviations from Standard English

	Errors	Examples of Error	
A	Simple verb, wrong number	she want; they sees	A
B	Auxiliary verb, wrong number	he have waited; she are going	B
C	Auxiliary verb omitted	he running	C
D	Wrong past participle	wore (worn); came (come); flew (flown)	D
E	s on plural not ending in s	chilluns (children); geeses	E
F	Incorrect irregular plural	shelfs	F
G	a for an	-	G
H	got for have or has	-	H
I	Letters interchanged (t for d, d for t)	boddle (bottle); laty (lady)	I
J	g on ing pronounced	-	J
K	in' for ing	runnin'	K
L	picture mispronounced	pitcher	L
M	Consonants slurred	chillun (children)	M
N	Unaccented vowel slurred	fam'ly; an'mal	N
O	Verb tense changed in sentence	She is getting up and then she got dressed.	O
P	Number of verb agreeing with incorrect subject	The duck and the gull is flying.	P
Q	they for there or their	they shoes	Q
R	d, t, or v for th	nuttin' (nothing); muddah (mother)	R
S	s on possessive noun omitted	lady' watch	S
T	r, l omitted	litta gir'; gi'l	T
U	ĕ for ă, ûr for âr, ôr	bleck (black)	U
V	diphthongized vowels	bayid (bed)	V
W	Elongated, distorted vowels	tăhde (tired); bāde (bed)	W
X	Other comments (please specify):		X

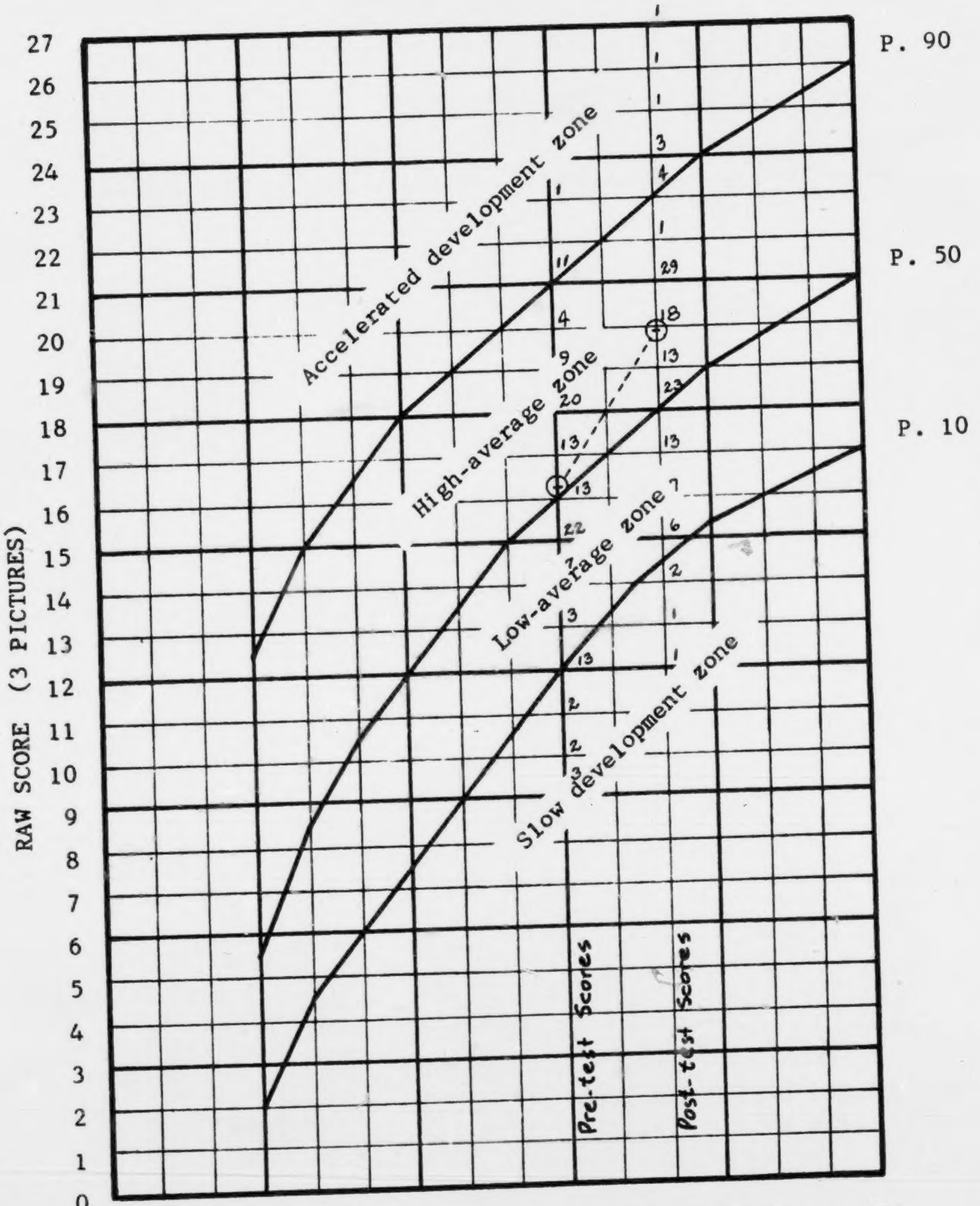

Figure 8-2. Distribution of Pre-Test and Post-Test Scores in basic language facility for Language Arts students. (N = 123)

TABLE 8-17

Distribution of Basic Language Facility Scores for Students in the Language Arts Program

Pre-Test versus Post-Test (N=123)

Post-Test Score

Pre-Test Score	0-12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	Frequency
24-27																	
23															1		1
22																	
21						1			1	5		1	1	1		1	11
20					1				3								4
19								2	1	5			1				9
18						1	3	4	2	7		2	1				20
17						2	2	1	2	5		1					13
16		1			1	2	2	2	1	4							13
15				1	1	3	7	3	5	2							22
14			1		1	1	3				1						7
13			1		1			1									3
12				1	1	3	5		2	1							13
11				1	1												2
10				1			1										2
9				2					1								3
8-0																	—
Frequency		1	2	6	7	13	23	13	18	29	1	4	3	1	1	1	123

	Date	Mean	Standard Deviation
Pre-Test	April 1965	16.146	3.012
Post-Test	April 1967	19.171	2.518

r = .589

TABLE 8-18

TOTAL ERRORS ON LANGUAGE FACILITY TEST FOR LANGUAGE ARTS STUDENTS AND CONTROLS (TESTED APRIL 1965, RE-TESTED APRIL 1967)

Number of Errors	Language Arts Frequency	Control Group Frequency
42+	3	1
40	3	
38		1
36	1	2
34		
32	1	1
30		
28	1	1
26	1	5
24	3	3
22	2	7
20	5	2
18	5	8
16	6	6
14	7	2
12	10	7
10	7	9
8	8	7
6	9	10
4	3	3
2	3	1
0	2	—
TOTAL	80	76
Mean	15.02	15.63

TABLE 8-19

FOUR CATEGORIES OF CODED ERRORS (M,N,R AND W) ON LANGUAGE FACILITY TEST (TESTED APRIL 1965, RE-TESTED APRIL 1967)

NUMBER OF ERRORS IN CATEGORIES M,N,R AND W

Number of Errors	Language Arts Frequency	Control Group Frequency
21+	1	2
20		1
19		2
18		1
17		
16		2
15		3
14		3
13		4
12	1	1
11	1	2
10		1
9	2	2
8	2	1
7	5	5
6	4	5
5	7	6
4	5	1
3	4	6
2	1	3
1	2	9
0	9	3
TOTAL	44	63
Mean	4.73	7.79

SUMMARY

Teacher-Aides. Three sets of questionnaires were returned from principals, teachers, and teacher-aides. Principals and teachers were almost unanimous in their endorsement of teacher-aides. Principals thought aides would have profited from more training in the clerical area; teachers wanted aides trained in their role in the classroom and understanding children, as well as in the clerical aspects of the classroom. Teacher-aides felt more need for instruction in subject-matter areas.

Pre-Kindergarten Program. Children who had been in six Head Start programs gained twice the usual growth in facility in the use of verbal language when tested 15 months later.

Language Arts Program. Students in the Language Arts Program gained more than those in similar schools who were not in this program both in basic language facility and in the ability to use standard English.

Chapter 9

EFFECTIVENESS OF 1966-1967 ESEA TITLE I PROGRAMS

It is becoming more and more apparent that the problem of developing basic educational, vocational, and social skills and attitudes in all of our urban children is far beyond the unaided capability of our public school systems today and will remain so regardless of how much more money we spend on them or how we spend it.

The solution to the problem must involve a new dynamic relationship between the home, the community, and the schools which will enable the child to develop and maintain the basic attitudes and skills upon which formal education must build. This solution will be long in coming and its exact nature is not yet clear. In the meantime, our urban school systems are struggling to provide quality schooling to their children from low-income areas.

The immediate problem of our inner-city schools is how to provide good teaching and good educational programs to the low-income area children who are now willing and able to respond to good teaching. Such children include most, but not all, of the children from low-income neighborhoods. This immediate objective must be kept clearly in mind in the development and evaluation of new programs for these children. Most new programs in the inner-city schools have been aimed in the past at accomplishing miracles analogous to "ending the war with a single bomb." A long succession of teaching machines, programmed instruction, new reading programs, tutoring programs, cultural enrichment programs, preschool programs, etc., have attempted the miracle of overcoming in short periods of time the effects of many years of cultural deprivation in the home, and none has lived up to expectations. However, many of them do show promise of helping the inner-city schools to improve their quality of teaching and education. The problem is how to sort them out by evaluation and to incorporate their best features into an improved system of education.

The District of Columbia School System has now established a series of bench marks for evaluating the effectiveness of new programs and has completed the initial phase of their utilization. It is now possible to compare the documented performance of children in any new program with the expected performance of children from similar home environments. This system of local norms might also be termed the statistical model of the school system. Whenever new programs have caused children to perform better than expected, the new system will document this.

It was found that the children in some programs seem to out-perform the local norms to a significant degree, but no miracles have been found, and none is expected during any period as short as a year. The changes that occur over a period of several years are expected to be considerably greater.

The initial preliminary evaluation of the new programs discounted heavily any expectation of quick results, which are very unlikely to happen. The new programs were rather examined for their promise for short-term improvement of the new quality of instruction and for what we can learn from them that will help with the long-range problem of establishing a better partnership between the home, the school, and the community, for fostering the total development of the child.

Probably the most important short-range problem of the D.C. Public Schools is to obtain and retain first-rate teachers and to maintain their morale under difficult conditions. The various ESEA Title I programs were examined for their possible contribution to this end, and many of them seem promising for this purpose. Experimentation with a variety of new teaching methods and materials may help maintain teacher morale and motivation. The use of teacher-aides could be important in this. Community and parental involvement programs can be useful in establishing better rapport between parents, teachers, and the community. Possibly the most urgent problem at this time is to convince low-income parents that the schools are offering dynamic new programs that meet their children's needs as well as schools would in higher income neighborhoods. The Pupil Personnel Services Teams as well as the various volunteer tutorial programs seem to be useful for this.

A crisis problem in every inner-city school in every large city is how best to meet the educational needs of the students who cannot be retained in their regular classrooms. This problem must be at least greatly minimized if the inner-city schools are to be able to compete with higher income area schools in retaining and motivating their share of the best teachers. While we must remove some disruptive students from the regular classrooms, this by itself cannot be the complete answer. It is believed that the new Pupil Personnel Services Teams can help greatly with this problem. They can help find the roots of the student's disruptive behavior and often remove or minimize them and they can also help greatly to identify those students whose problems are so serious that they must be removed from the regular classroom and placed in other special programs. Thus, these Teams could help maintain the morale of the teacher and contribute to raising the quality of teaching for all students. This should undoubtedly help to lessen the dropout problem. The experimental summer program for such "social adjustment" cases also showed much promise for meeting the needs of such students and reintroducing them to regular classes.

The Title I programs have been carefully examined with the above considerations in mind. The priority recommendations are based on the extent to which it is felt that each program will contribute to minimizing dropout and increasing the holding power of the schools.

The various Title I programs were assigned three levels of priority for being funded from Title I. Several of the programs are recommended to be funded from other sources.

Several factors were considered in making up the priority list of the Title I programs studied in this project. Priorities are given only for those programs about which sufficient information is available for adequate judgment. Priority groups were defined as follows: Priority 1 - Those projects which were found to have made a definite and documentable contribution toward better schooling for students from low-income areas. Each of the projects in this category was found to be associated with improved pupil performance and attitudes, or directly salvaged dropouts. These have been divided into two groups, 1-A and 1-B. Priority 2 - Those projects appearing to have merit as Title I programs but which are not making as significant or measurable a contribution as those in Priority 1. Priority 3 - Low-priority projects.

Priority 1-A

Pre-Kindergarten Programs. These include the Summer Pre-Kindergarten, the Saturday Pre-School Orientation, and the Model School Division Pre-School Program. These programs are important approaches to the problem of preparing children for educational experiences in school when they are not being adequately prepared by their home environment. These programs rightly give great stress to participation by the parents and seem to be relatively successful in stimulating such participation. For a sample of 119 children, the Summer 1966 Pre-Kindergarten program was found to be associated with increased language facility. All of the various Title I pre-kindergarten programs were found to be associated with better readiness and performance in both kindergarten and grade 1.

Primary Summer School. If a child learns to read in the second or third grade and makes normal age-for-grade progress thereafter, he is very likely to continue in school until he is 18 years old, and will probably graduate from high school. The extra "push" provided by Primary Summer School should make a substantial difference to the early school adjustment of many students and be a potent weapon against dropout. In the follow-up study, it was found that the sample of 1648 students who participated in this summer program showed evidence of better attitudes, performance, and motivation in the classroom. This program appears to give critical help to disadvantaged children at a very important period in their development and should be continued with high priority.

Pupil Personnel Service Teams. These teams are fundamental to the dropout prevention problem and support it in several ways. First, these teams deal directly with the problems of the identified students, particularly as they involve the home environment. The teams solve many student problems by direct action. They also act to foster parental involvement in the education process. Second, the teams supply much unique information about the student and his home that is badly needed by teachers, counselors, principals, and other school personnel. Third, they provide original unique information essential to the school administration for planning, administering, evaluating, and improving educational services and programs.

The students served by the teams were found to show gains in school performance when re-evaluated by their teachers at the end of the school year. The 1986 students evaluated by their teachers in 1966 and 1967 and who were served by the teams exceeded predicted performance in emotional maturity, attitude toward school, liking to read, and cooperativeness.

This approach seems central to the entire Title I program and should be given top priority. Ways should be sought to extend the services supplied by the teams and to integrate them more closely with the other Title I programs.

Reading Incentive Seminars. Teacher evaluations at the end of the school year indicated that this program led to better student performance and attitudes. The students in this program improved in classroom performance, emotional stability, attitude toward school, liking for reading, and cooperativeness. This evidence is based upon 267 cases with complete data ("with complete data" means that they were evaluated by teachers in both 1966 and 1967), and is statistically conclusive. It was also found that the students in this program were doing better than average to begin with, and showed good improvement during the year. It should be continued with high priority since the dropouts prevented by it will include many of the high aptitude students who are able to do their school work but fail to be motivated by it.

Social Adjustment. This summer program represents a fundamental attack on a very important problem in the dropout area. The 61 students with complete data were found to show important improvement in classroom performance, emotional stability, attitude toward school, and cooperativeness. They exceeded predicted performance in liking to read, where the total sample showed a decrease. It represents the first really structured program in this area and should be given high priority for continuation and expansion.

Specialized Camping Programs. This includes the Summer Music Camp (10 cases), the YMCA Camp (65 cases), and the Saturday Music Program (10 cases). These were two specialized camping programs in the summer of 1966 and a follow-up program for one of them during the regular school year. The children in all three programs showed evidence of better classroom performance when evaluated by their teachers at the end of the school year. The Music Camp and Saturday Music Programs were also associated with improvement in attitude toward school and liking to read. Camping in and of itself is certainly no panacea, but specialized camps with close tie-in to academic programs and objectives seem to be an effective way of obtaining increases in student school performance. It is recommended that long-range plans for a permanent camping program be initiated.

STAY (School to Aid Youth). This program probably salvages dropouts at a lower cost per dropout than almost any other program since there is not a great deal of turnover within the program. In many other programs, a great deal of money can be spent on a number of students who will either not drop out in any event or would drop out despite the money spent on them. This is not true of the STAY program. A sample of 54 students in the winter STAY program had been evaluated by their teachers in 1966 and by the STAY staff in May 1967. The re-evaluations were made by STAY staff and therefore are not completely comparable with the other programs. However, it was found that there were improvements in school performance, emotional maturity, attitude toward school, liking to read, and cooperativeness.

The original expectation for the STAY program was that it would feed students back into their regular high schools. This did not happen in most cases since the students strongly preferred the STAY program to the regular high school. Apparently this program represents a new type of secondary program suited to the needs of many students who reject the regular high school programs. It is recommended that the STAY program be expanded and eventually become part of the regular secondary program in several key areas of the city. Ways should be explored to use it as a base for a new work-study and continuing education program to meet the needs of those students now rejecting full-time day study.

Webster School for Girls. This program deals with the factor that is one of the most important causes of dropout among girls. It directly salvages potential dropouts at a reasonable cost. It is doing a good job of meeting the educational needs of our girls at a critical time in their lives, and it is also a good example of how the school system goes to great lengths to meet the special problems of its students. It should be continued with emphasis on learning how to meet this problem with a simplified and less expensive program for all girls who need it, at a cost that could be absorbed into the regular school budget. It should also be examined to see what materials and methods have been developed that would be useful for all high school students to have in preparation for eventual family responsibilities and to foster the fullest development of their children.

Priority 1-B

Expansion of Language Arts. The Language Arts Program is designed to develop the oral and written language facility of culturally disadvantaged children. One of its main purposes is to teach standard English to those children who, in effect, speak an urban dialect. Earlier studies have indicated that this program seems to be effective in doing this. Samples of students who had been in the Language Arts Program in 1965 were found to have improved in language facility (123 cases) and in speaking standard English (44 cases) in this study.

Future for Jimmy. This summer and regular school year program is a tutorial- and counseling-type program in considerable depth where representatives of the intellectual community of Washington tutor and counsel individual students who need help. It is jointly administered by the D.C. schools and the Urban League, and because of the Urban League participation, helps involve a very important stratum of the Washington community in working directly with the problems of these school children. This should do much to help these tutors understand better the D.C. school system and the problems that it and its students are working on together. A sample of 183 cases showed improvement in classroom performance. The program should be continued if budget permits.

Age 13.7 Summer Reading Program. This program attacks a very fundamental cause of dropouts for the group of students most likely to drop out, since they are having difficulty with school achievement and are seriously behind in their age-grade placement. A follow-up study indicated that one year after participating in this summer program, 199 students who had been in it showed evidence of better performance in the classroom. It was a relatively inexpensive program and should be expanded to meet the needs of all youngsters in this category.

Ungraded (or Nongraded) Intermediate Sequence. This program is exploring a new approach to meeting the individual needs of disadvantaged students at the intermediate level. It is an ungraded sequence offering help in understanding the problems of the culturally disadvantaged child and organizing the instructional program to meet his particular needs. A group of 102 students in this program improved in emotional maturity and attitude toward school, and also exceeded predicted classroom performance. This program is an important new approach, and needs full trial and careful evaluation.

Urban Service Corps. Title I funds were used by the Urban Service Corps to provide transportation for field trips and also to provide clothing, glasses, and hearing aids to children needing them. These expenditures do not lead directly to improved school performance or attitudes, but they do represent important services needed by children in low-income areas. Such programs need to be continued.

Priority 2

Breakfast and Physical Fitness Programs. This summer and regular school year program appeared to be working out well and showed promise of being effective in improving student motivation and attitudes, although the statistical study failed to confirm this. If it were to be continued, the basic concept should be examined closely to see exactly how it is operating as a reinforcement activity in relation to the regular school program.

College Orientation. This is an important and apparently effective program but is not directly aimed at the prevention of dropouts. A high proportion of these youngsters probably would not drop out since they were doing well in classroom performance before entering the program.

English in Every Classroom. This is a program designed to involve students and teachers in regular systematic writing of compositions and also to encourage and improve reading through the use of paperback books, magazines, and newspapers. It operates on the premise that English must be taught by each teacher in every classroom, not by the English teacher alone. It served a unique function over and above the other communication skills programs in its concentration on the systematic writing of compositions, and should help to meet a real need in the development of these students.

Enrichment Summer School - Secondary. This program contributes directly to dropout prevention to the extent that it enables students to study those subjects in which they have a special interest. Student comments in themes and interviews indicated that they like the summer courses much more than the same work during the regular school year, and had an increased interest in school work. Students from this program were found to have better school performance and attitudes in the classroom one year later. It is given lower priority than the Primary Summer School because it occurs at an older age, when many students have already left school, and it leaves fewer years for student improvement to affect school work and progress.

Extended Day - Double Barrel Program. This program involved college students who worked with the younger children on a buddy basis. There were five children assigned to each college student. The college students aided in tutoring, cultural enrichment, and personal adjustment, with special emphasis on establishing rapport between the child and the college student. Also involved in this program were counselors and librarians, and services for an after-school library program were provided. However, the program was not implemented as originally intended. The 51 students in the program for whom complete data are available were found to improve in cooperativeness and emotional maturity but did not do better than expected in classroom performance. If continued, the program should be restructured and kept on a completely evaluated experimental basis.

Gonzaga College Prep. This important and apparently effective program is not aimed directly at the prevention of dropouts. The program has some importance in that it is one in which nonpublic school students participate.

Reading and Speech Clinics. Title I funds were used to add technicians to the staffs of the Reading Clinic and the Speech and Hearing Clinics. However, there was some delay in obtaining these technicians because of the shortage of supply of these specialized persons. These clinics provide remedial service to many students and this important service is an invaluable support to regular classroom teachers. The usual procedure in these clinics was to give priority to the identified students.

Reading Programs. A great deal of work has been done in recent years on new approaches to the teaching of reading. All of these have some advantages; none of them has accomplished any miracles. Sixteen of the more popular new approaches were tried in the D.C. schools, and none of them has done any miracles, either. However, they represent new popular approaches that should be tried out to see their strengths and weaknesses for various teachers and various combinations of students in the D.C. schools.

Most of the samples for the 12 methods for which data were available were too small to warrant final judgment on the merits of each individual program, but several of the reading approaches were associated with improvement in student classroom performance. These included the MacMillan Reading Spectrum (23 cases), Ginn Language Development (22 cases), and Words in Color (47 cases). The MacMillan group also improved in attitude toward school, liking to read, and cooperativeness. The Ginn Language Development group also improved in attitude toward school and cooperativeness. Words in Color was also associated with improved liking to read. While the students in the above reading method groups showed improvement, the group of 12 methods as a whole was not associated with better school performance or better reading test scores when comparisons were made with students in similar schools with no experimental reading programs.

The problem is not to select one best program which, of course, may be only slightly better than the others. The problem is to enable the District of Columbia teachers to have the latest know-how, materials, and methods available for different approaches to reading, and it is believed that this will do much to increase the motivation of both the reading teacher and the reading student.

Summer Institute for Elementary Teachers and a Demonstration Summer School. This Model School Division project was a very important attempt to learn the best ways of in-service training of teachers for culturally disadvantaged children. If it is to be continued, emphasis should be placed upon learning how to plan an eventual in-service teacher training program for school-system-wide introduction at a cost the system can afford.

Priority 3

Cultural Enrichment. Cultural Enrichment has been rather disappointing as an approach to stimulating young people for motivation in school. However, the present Cultural Enrichment program is relatively inexpensive and it is better tied in with the real cultural heritage of the groups than many others have been. There may be ways to utilize this concept and to coordinate with specific educational programs more closely. It is a difficult program to evaluate, but it appears at present not to be of high priority as it is now developed.

Harrison School-Community Project. This is an attempt to obtain maximum involvement of parents, church, and school personnel in support of a summer school program in a poverty-stricken neighborhood. The total project served to gain experience in this area. However, the specific activities under the program need to be examined carefully as they probably vary greatly in their effectiveness. The emphasis should be on learning enough about this problem complex to be able later on to plan a suitable project in this area to be tried out with additional groups.

"Team-Up" Training and Enrichment. This program did not seem to get off the ground very well. It does represent an attempt to achieve a number of objectives related to upgrading of culturally disadvantaged youth. Its objectives possibly were too diverse and perhaps should be more limited if the program is continued.

Projects to be Financed from Funds for the Education of Handicapped Children

Hearing Impaired Children (Kendall). This seems to be a very effective and well-run program for helping those children with hearing impairment.

School for Emotionally Disturbed Children (Episcopal Center). This is the first year of a three-year therapeutic school program for emotionally disturbed children who are also culturally and economically disadvantaged. It is administered cooperatively by the District of Columbia Public Schools and the Episcopal Center for Children, and includes family involvement. The 35 children in this program are those whose problem is so deep-seated that they have been unable to adjust to a normal classroom situation. The purpose of the program is to work with the children until they can be reintroduced into normal classrooms, but at the end of the first year the program had not been very successful in this. This is a very good example of how far a school system will go in meeting the full needs of those students with the greatest problems.

Severely Mentally Retarded Children. This seems to be an important well-run program that should be continued if appropriate funds are available.

Sharpe Health School Summer Institute. This seemed to be a fine program for children with a variety of handicaps, and should be continued if appropriate funds are available.

Projects More Appropriate for Funding under the Regular School Budget

Teacher-Aides. There was a great deal of variation in the way teacher-aides were used, and additional study is needed to determine the best pattern of utilization for these sub-professional persons. Data were not available to relate the use of aides to specific programs; therefore, the evaluation had to be limited to one of all aides combined.

Studies of the teacher-aide programs indicated that the aides were performing very valuable functions as part of the instructional team and are, in general, relieving the teacher of those tasks that do not require professional skills. There was no evidence that students in classrooms with teacher-aides performed better in class than those who did not. But the same thing has been found for students in smaller classes as compared to those in larger classes. Apparently the use of teacher-aides is not likely to lead to short-term gains in classroom performance, but neither would the use of the same funds to hire a small proportion of additional teachers.

The real question with regard to the Teacher-Aides program is the relative ratio of teacher-aides to teachers to accomplish most effectively and efficiently the instruction in the classroom. In estimating the optimal ratio of teacher-aides to teachers or of sub-professionals to professionals, the concensus of the administrators involved in the program as well as the project staff is that the present ratio of 1 to 20 is far below an optimal ratio. Most teachers and virtually all principals would like to have as many teacher-aides as possible and would like to have a full-time aide in every classroom. However, their concensus is that the optimal ratio of teacher-aides might be on the order of 1 to 5 or 1 to 8, instead of the ideal 1 to 1, or the present 1 to 20.

Increases beyond the 1 to 20 ratio should await intensive study of the various tasks to be done by the instructional team and studies of optimal patterns of personnel to be used in carrying out these tasks at greatest efficiency from the budget point of view. It seems highly likely that such study would eventually indicate that the ratio of sub-professionals to professionals might be on the order of 1 to 5 if there is a substantial increase in the per-pupil expenditure rate of the school system. Therefore, it is strongly recommended that the Title I Teacher-Aides program be continued. It has given the school system an invaluable chance to obtain experience with new staffing patterns in the classroom, and seems to have been a significant factor in improving working conditions for teachers.

Cost-Benefit Considerations

Since cost-per-pupil figures are available, it is possible to examine the various Title I programs from the point of view of cost effectiveness. This examination must, of course, be highly tentative at this early date in the process of longitudinal study, but it will become increasingly important as pupil performance data become available for larger groups and over longer periods of time.

Even at this early stage, two indications emerge quite clearly. One is that any program making any substantial improvement in pupil performance will probably be worth any price within reason, since so many of the school characteristics or programs, which compete for the school dollar, make so little apparent difference. The other indication is that the programs showing most initial promise vary widely in cost, and there seems to be little correlation between program cost and program effectiveness.

The four most effective winter programs averaged about $235 per pupil, and the five most effective summer programs averaged about $200 per pupil. Considering the need for multiple programs, one might deduce that $400 or $500 per pupil above present outlays of approximately $800 per pupil could keep him in an effective set of programs for the entire year, and could result, over a period of years, in a substantial improvement in his scholastic performance.

TABLE 9-1*

	TITLE OF PROGRAM
Priority 1-A	Pre-Kindergarten Programs
	Primary Summer School
	Pupil Personnel Service Teams
	Reading Incentive Seminars
	Social Adjustment
	Specialized Camping Programs
	STAY (School to Aid Youth)
	Webster School for Girls
Priority 1-B	Expansion of Language Arts
	Future for Jimmy
	Age 13.7 Summer Reading Program
	Nongraded Intermediate Sequence
	Urban Service Corps
Priority 2	Breakfast and Physical Fitness Programs
	College Orientation
	English in Every Classroom
	Enrichment Summer School (Secondary)
	Extended Day - Double Barrel Program
	Gonzaga College Prep
	Reading and Speech Clinics
	Reading Programs
	Summer Institute for Elementary Teachers and a Demonstration Summer School (Model School)
Priority 3	Cultural Enrichment
	Harrison School-Community Project
	"Team-Up" Training and Enrichment
To be financed from funds for the education of handicapped children	Hearing Impaired Children (Kendall)
	School for Emotionally Disturbed Children (Episcopal Center)
	Severely Mentally Retarded Children
	Sharpe Health School Summer Institute
More appropriate for funding under regular school budget	Teacher-Aides

Chapter 10

SUMMARY AND CONCLUSIONS

SUMMARY

The public schools of the District of Columbia were allocated $5,456,927 in fiscal year 1966 and $5,472,367 in fiscal year 1967 under Title I, Public Law 89-10 for programs to serve educationally deprived youngsters. Approximately 24,000 educationally deprived children were involved in a number of the Title I programs or services. A series of studies was carried out to evaluate the specific Title I programs and services. The primary objective of the evaluation studies was to obtain estimates of changes in student performance and behavior that were uniquely related to each of the various programs initiated under Title I.

The evaluation has been based upon evidence of progress of the educationally deprived students participating in the programs. Progress has been measured not only against standards of national educational norms but also on the basis of the previous performance of these students compared with their progress under the new programs and against selected control groups and local norms. Non-academic factors related to conduct, attendance, and attitude have been considered in the evaluations.

It was hypothesized that the short-term changes in pupil performance caused by all the Title I programs together are likely to be small, and changes due to any single program are likely to be just barely detectable, if at all. This means that the only hope of detecting such small short-term changes lies in being able to measure and control the resistance to change factors with very considerable precision. This can be done only by collecting extensive longitudinal information on each student involved and interrelating the data in a statistical model which considers the numerical relationships among all the aspects of student performance, his out-of-school environment, and the various school programs to which he has been exposed.

From the statistical model can be predicted the most probable performance of a student in any given new program. If the program has no effect on the student's performance, the student will perform as predicted. If a new program tends to cause favorable changes in performance, then the students in it will do better than predicted.

Assessing the short-term effects of a single Title I program requires longitudinal follow-up studies with large numbers of cases and quantitative control of the many resistance factors and many school factors involved in the performance of the pupils. For this purpose, in May 1966 extensive data were collected on 38,000 students in the original target-area schools. Each teacher rated each of her pupils on a number of aspects of his performance and attitudes. Among other things, these evaluations of students covered alienation from school and society, school performance, emotional problems school motivation, and aggressiveness.

From achievement tests routinely administered in the schools' regular testing program were obtained measures of basic literacy, reading comprehension, and mathematics. On selected subsamples, measures were obtained of a number of other aptitudes, attitudes, and achievement. From all of the above measures, it was possible to establish predictive norms for most important aspects of student attitudes and behavior before the students had participated in the Title I programs.

In May 1967, the teachers in the target-area schools again evaluated each of their students and additional test data were obtained. For 5,488 of the students, additional evaluations in depth were obtained from the Pupil Personnel Teams who had worked with them to help solve their problems.

The statistical model has laid the groundwork for evaluating the long-range effects of the Title I programs and is also suitable for use in evaluating any other new programs or innovations in the D.C. School System. The model has been used to evaluate the various special programs in the Model School Division. This has been reported in a separate report.

A number of statistical studies were carried out to compare predicted and obtained performance evaluations for the students who had participated in specific Title I programs.

It was found that the children in some programs seem to show better than expected performance to a significant degree, but no miracles have been found, and none was expected during any period as short as a year.

The results of the studies appear to be useful as a guide for assigning priorities to individual Title I programs, and such recommended priorities were assigned in Chapter 9.

Several Title I programs were associated with favorable changes in teacher-evaluated classroom performance, emotional stability, attitude toward school, liking to read, and cooperativeness. Two of the programs were associated with increases in language facility.

CONCLUSIONS

The following conclusions seem warranted from the study:

1. It was found to be possible to devise a statistical model with the sensitivity required to detect small changes in evaluated pupil performance associated with individual Title I programs of less than a year's duration. Longitudinal follow-up data appear to be essential for this purpose.

2. Several Title I programs were found to be associated with gains in evaluated performance. Some of the most promising of these were summer programs.

3. The following types of programs were among the most promising (listed in alphabetical order):

   a. Pre-kindergarten programs including a summer Head Start program run by the public school system.

   b. Enriched primary and secondary summer school programs.

   c. Pupil Personnel Services Teams dealing directly with the problems of the students, particularly as they involve the home environment.

   d. Reading Incentive Seminars where students were given their own books and participated in discussion sessions regarding them.

   e. A special summer social adjustment program for students who had been unable to adjust to regular classrooms.

   f. Specialized Camping Programs, which included the summer Music Camp with the Saturday Music Program follow-up, and the YMCA camp.

   g. Special high school programs for pregnant girls (Webster School for Girls) and for giving dropouts a chance to complete high school after hours (STAY).

4. There was little correlation between estimated program effectiveness and a program's per-pupil cost. The more effective programs averaged between $200 and $250 per pupil (see Chapter 4).

5. The four most effective winter programs averaged about $235 per pupil, and the five most effective summer programs averaged about $200 per pupil. Considering the need for multiple programs, one might deduce that $400 or $500 per pupil above present outlays of approximately $800 per pupil could keep him in an effective set of programs for the entire year, and could result, over a period of years, in a substantial improvement in his scholastic performance.

6. This study has established the basis for a continuing system for evaluating the long-range effects of individual Title I programs on a number of important aspects of pupil performance and behavior.

7. The statistical model is suitable for use in evaluating all future innovations and changes in documentable programs, methods, and procedures in the D.C. schools. It is recommended that it be extended for this purpose.

RECOMMENDATIONS FOR FUTURE ACTION

1. The Student Evaluation Form should be continued in use for annual evaluations of each pupil in each target area school. This would provide data for a continuous evaluation process based on longitudinal data. The evaluation system should be extended to cover all pupils in all schools as soon as possible.

2. A permanent record on tape should be maintained of all the major educational experiences of each pupil. A continuous cycle of studies should relate each such experience (being bused to a different school, participation in a special program or innovation, etc.) to the various measures or evaluations of the pupil's performance and attitudes.

3. The results of the evaluation studies should provide a continuous feedback of information on which to base revision of existing programs and for planning new programs.

4. If the evaluation system were extended to the whole school system it would permit evaluation of many basic features of schools, such as class size, overcrowding, use of teacher-aides, team teaching, curriculum innovations, and homogeneity of student bodies.

5. On the basis of the findings of the study it is recommended that the plans for program implementation in the future concentrate more on the most disadvantaged students.

APPENDIX A

ANALYSES OF THE TEACHER EVALUATIONS

Each teacher in May 1966 evaluated each of her students on the various items of the Student Evaluation Form (SEF). One year later each pupil was evaluated by another teacher on the same form. The two sets of ratings were experimentally independent.

An analysis has been made of 18 items from the original evaluation plus membership in 10 of the 1966 summer programs. Means and standard deviations for each of these variables are shown in Table A-1 of this Appendix. Intercorrelations are shown in Table A-2 and rotated* factor loadings are shown in Table A-3.

Three factors emerge from the various items of the Student Evaluation Form. One of these appears to be a measure of alienation from school and society. It is highly associated with SEF Item 12--Cooperativeness, Item 15--Friendliness, Item 3--Getting along with others, Item 10--Cooperation, Item 15--Responsibility, and Item 11--Defiance. The factor loading of Item 12--Cooperativeness--is .82, which is high enough for this single item to be a good measure of the alienation factor.

Another factor was highly associated with Item 14--Aggressiveness, and Item 17--Leadership. It appears to be a measure of aggressive leadership.

A third factor was age. It was almost equally associated with year of birth and grade.

Factor four was very highly related to Item 2--School Work Performance, Item 1--Application to School Work, and Item 7--Liking to Read. Item 2 may be regarded as a measure of this school performance factor.

Ten other factors emerged. All factors were extracted that accounted for as much as 3% of the variance. Nine of these represent various programs and the tenth represents being on the active case load of the Pupil Personnel Teams in June 1967.

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* Varimax rotation program developed by the staff of the Computer Center, The George Washington University.

TABLE A-1

Means and Standard Deviations for 32 Variables for 18 Items from the Student Evaluation Form (May 1966), Membership in 10 Summer 1966 Programs, and Sex, Year of Birth, Grade Level, and Being in the PPW Team Case Load for Identified Students (N = 14,206)

VARIABLES			MEANS	STANDARD DEVIATIONS
1		Sex (% males)	42.475%	0.49574
2		Year of Birth	1954.402	2.90348
3		PPW Evaluation Form filled out (0=no, 1=yes)	26.348%	0.44054
4		Grade Group (0=KI, 1, 2; 1=3-6, SA; 2=7-9; 3=10-12)	1.031	0.81406
5	*SEF 1	How well does he apply himself to his school work? (Note 1)	2.383	0.61774
6	SEF 2	How well does this pupil do in his school work? (Note 1)	2.455	0.58913
7	SEF 3	How well does he get along with the other children? (Note 1)	2.131	0.51768
8	SEF 4	How is his emotional maturity? (Note 1)	2.290	0.56305
9	SEF 5	How favorable is his attitude toward school (Note 1)	2.181	0.57419
10	SEF 6	How well can you understand him when he speaks? (Note 1)	2.151	0.49174
11	SEF 7	How well does he like, or is he learning, to read? (Note 1)	2.312	0.60381
12	SEF 8	How does his home environment affect his school performance? (Note 2)	1.927	0.80044
13	SEF 9	How good is his health? (Note 1)	2.003	0.37188
14	SEF 10	How well does he cooperate with you? (Note 1)	1.993	0.52856
15	SEF 11	Defiant -- Submissive (Note 3)	3.094	1.11459
16	SEF 12	Uncooperative -- Cooperative (Note 3)	3.452	1.29386
17	SEF 13	Friendly -- Hostile (Note 3)	2.192	1.14292
18	SEF 14	Shy -- Aggressive (Note 3)	2.891	1.15880
19	SEF 15	Irresponsible -- Responsible	3.104	1.27847
20	SEF 16	Neat -- Unkempt	2.504	1.30634
21	SEF 17	Follower -- Leader	2.691	1.17739
22	SEF 18	Alert -- Dull	3.046	1.14648
23	**SP 202	Primary Summer School	7.053%	0.25605
24	SP 204	Resident Camp (YMCA)	0.282%	0.05299
25	SP 206	Age 13.7 Reading Program	1.837%	0.13430
26	SP 208	MSD Institute and Demonstration School	0.204%	0.04514
27	SP 209	Harrison School-Community Program	0.366%	0.06039
28	SP 212	Physical Fitness	1.014%	0.10017
29	SP 403	Extended School Day	0.204%	0.04514
30	SP 405	Social Adjustment Program	0.486%	0.06953
31	SP 408	Future for Jimmy	0.521%	0.07199
32	SP 213	Team-Up	0.591%	0.07667

Note 1. 1=above average, 2=average, 3=below average.
Note 2. 1=favorable, 2=neither favorable nor unfavorable, 3=unfavorable.
Note 3. Five-point scale, adjective on left=1, on right=5.
* Student Evaluation Form
** Summer Program

TABLE A-2

Correlations Between 18 Items from the Student Evaluation Form (May 1966), Membership in 10 Summer 1966 Programs, and Sex, Year of Birth, Grade Level, and Being in the Pupil Personnel Teams Case Load for Identified Students
(N = 14,204)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1		032	006	007	-152	-130	-069	-117	-138	-054	-162	-055	024	-110	088	139
2	032		-016	-998	042	066	142	127	-027	112	-040	063	108	090	059	-011
3	006	-016		032	017	021	020	008	022	017	019	026	006	021	-027	-022
4	007	-998	032		-072	-102	-145	-128	-007	-127	-010	-076	-096	-090	-034	020
5	-152	042	017	-072		788	379	461	629	329	595	386	166	406	-190	-422
6	-130	066	021	-102	788		338	430	539	354	600	363	170	328	-133	-347
7	-069	142	020	-145	379	338		543	463	289	288	340	177	475	-343	-481
8	-117	127	008	-128	461	430	543		467	331	358	358	176	423	-264	-444
9	-138	-027	022	-007	629	539	463	467		313	511	422	174	502	-293	-500
10	-054	112	017	-127	329	354	289	331	313		355	227	183	199	-010	-183
11	-162	-040	019	-010	595	600	288	358	511	355		317	126	295	-127	-308
12	-055	063	026	-076	386	363	340	358	422	227	317		170	320	-225	-382
13	024	108	006	-096	166	170	177	176	174	183	126	170		185	-012	-104
14	-110	090	021	-090	406	328	475	423	502	199	295	320	185		-426	-615
15	088	059	-027	-034	-190	-133	-343	-264	-293	-010	-127	-225	-012	-426		658
16	139	-011	-022	020	-422	-347	-481	-444	-500	-183	-308	-382	-104	-615	658	
17	-056	014	005	-025	276	244	423	341	378	198	224	314	121	388	-448	-604
18	-080	-106	001	086	-001	-044	112	046	058	-150	-021	038	-079	209	-477	-287
19	170	-023	-025	039	-562	-496	-432	-477	-557	-275	-434	-434	-141	-501	399	680
20	-088	107	011	-107	283	260	286	253	314	231	205	397	167	261	-204	-367
21	-009	-067	005	056	-170	-191	-074	-137	-113	-197	-158	-068	-088	-002	-276	-079
22	-077	086	013	-114	516	545	302	367	412	395	488	310	185	252	-045	-308
23	004	356	-029	-339	044	060	031	041	003	048	023	006	023	025	026	-004
24	003	003	007	-000	-001	009	008	009	004	-006	001	010	-004	003	-011	-004
25	-004	-105	-007	033	001	018	-003	007	002	008	024	-027	-014	-005	-022	-002
26	015	023	033	-015	-026	-032	-014	-009	-022	-007	-024	-002	-005	-014	019	013
27	-012	044	062	-041	-007	-015	021	008	-019	007	-020	004	015	012	-000	-000
28	-056	-021	-005	017	-013	-010	-014	-007	-026	-015	-011	-021	-024	001	-015	-001
29	015	-043	-009	042	-005	-003	-020	-029	-003	-023	-013	-015	-018	-008	-001	016
30	-027	-080	050	081	057	053	030	034	072	-011	025	028	002	069	-062	-078
31	011	-045	008	050	-010	-016	-018	-023	-009	-016	-007	-023	-011	-003	008	014
32	019	048	-019	-041	-015	-014	-007	-010	-020	-011	-026	-030	-003	005	009	010

(Table A-2 continued on next page)

TABLE A-2 (Continued - 2)

17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	
-056	-080	170	-088	-009	-077	004	003	-004	015	-012	-056	015	-027	011	019	1
014	-106	-023	107	-067	086	356	003	-105	023	044	-021	-043	-080	-045	048	2
005	001	-025	011	005	013	-029	007	-007	033	062	-005	-009	050	008	-019	3
-025	086	039	-107	056	-114	-339	-000	033	-015	-041	017	042	081	050	-041	4
276	-001	-562	283	-170	516	044	-001	001	-026	-007	-013	-005	057	-010	-015	5
244	-044	-496	260	-191	545	060	009	018	-032	-015	-010	-003	053	-016	-014	6
423	112	-432	286	-074	302	031	008	-003	-014	021	-014	-020	030	-018	-007	7
341	046	-477	253	-137	367	041	009	007	-009	008	-007	-029	034	-023	-010	8
378	058	-557	314	-113	412	003	004	002	-022	-019	-026	-003	072	-009	-020	9
198	-150	-275	231	-197	395	048	-006	008	-007	007	-015	-023	-011	-016	-011	10
224	-021	-434	205	-158	488	023	001	024	-024	-020	-011	-013	025	-007	-026	11
314	038	-434	397	-068	310	006	010	-027	-002	004	-021	-015	028	-023	-030	12
121	-079	-141	167	-088	185	023	-004	-014	-005	015	-024	-018	002	-011	-003	13
388	209	-501	261	-002	252	025	003	-005	-014	012	001	-008	069	-003	005	14
-448	-477	399	-204	-276	-045	026	-011	-022	019	-000	-015	-001	-062	008	009	15
-604	-287	680	-367	-079	-308	-004	-004	-002	013	-000	-001	016	-078	014	010	16
	163	-462	350	038	302	009	013	-000	-015	-028	-012	-010	042	-009	-012	17
163		-108	060	468	-228	-037	005	011	-017	004	029	-014	024	006	004	18
-460	-108		-412	117	-497	-026	-002	009	022	000	010	005	-069	026	015	19
350	060	-412		-016	314	016	012	-026	-010	-011	-002	-005	015	-019	-022	20
038	468	117	-016		-330	-029	-003	009	002	-009	013	001	015	-007	001	21
302	-228	-497	314	-330		056	-005	005	-026	-031	-016	-009	027	-028	-014	22
009	-037	-026	016	-029	056		-004	-036	-012	-017	-028	-012	-019	-020	-021	23
013	005	-002	012	-003	-005	-004		-007	-002	-003	-005	-002	-004	-004	-004	24
-000	011	009	-026	009	005	-036	-007		-006	-008	-014	-006	-010	-003	-011	25
-015	-017	022	-010	002	-026	-012	-002	-006		-003	-005	-002	-003	-003	-004	26
-028	004	000	-011	-009	-031	-017	-003	-008	-003		-006	-003	-004	-004	-005	27
-012	029	010	-002	013	-016	-028	-005	-014	-005	-006		011	-007	022	-008	28
-010	-014	005	-005	001	-009	-012	-002	-006	-002	-003	011		-003	018	-004	29
042	024	-069	015	015	027	-019	-004	-010	-003	-004	-007	-003		-005	-005	30
-009	006	026	-019	-007	-028	-020	-004	-003	-003	-004	022	018	-005		-006	31
-012	004	015	-022	001	-014	-021	-004	-011	-004	-005	-008	-004	-005	-006		32

TABLE A-3

Rotated Factor Loadings (Varimax Rotation*) of 32 Variables for Identified Students: 18 Items from the Student Evaluation Form (May 1966), Membership in 10 Summer 1966 Programs, Sex, Year of Birth, Grade Level, and Being in the Pupil Personnel Teams Case Load

(N = 14,206)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	-018	153	-001	305	-244	-390	089	113	112	-009	-074	-121	075	356
2	082	097	-947	041	058	024	095	084	-034	004	029	034	-065	066
3	-085	-147	023	-111	182	080	-227	-043	020	066	134	-006	031	781
4	-081	-074	942	009	-058	-040	-103	-076	045	-002	-024	-036	-001	-042
5	308	035	-036	-820	-001	-013	-022	020	014	-006	-014	-017	-017	014
6	227	079	-070	-830	-027	-009	-005	018	-001	005	-030	-018	008	044
7	682	084	-112	-197	102	-015	010	052	041	004	003	040	074	022
8	569	141	-102	-364	101	014	-004	045	025	009	022	061	078	-024
9	505	017	056	-596	001	-038	-034	009	021	-006	-006	-007	-012	016
10	251	337	-081	-381	003	021	159	-008	-028	-036	-020	073	055	136
11	173	040	042	-788	-016	002	032	-017	006	-004	-008	016	023	002
12	479	052	-001	-319	-072	-026	143	-090	-093	-000	-006	008	-168	190
13	251	230	-048	-058	-074	-063	228	039	-030	-110	-165	091	-050	405
14	673	-110	-069	-242	082	003	-084	073	065	-014	000	003	031	-008
15	-649	500	-054	010	-017	-011	078	-004	-017	-016	-004	028	-055	051
16	-815	217	-024	220	-012	-020	087	006	-000	-004	-020	014	-002	054
17	739	-030	033	-054	-097	-011	-001	-044	-019	015	-008	-013	-005	-001
18	240	-783	058	043	017	022	019	022	020	-003	-022	025	016	-036
19	-652	-016	-019	463	-004	-031	059	033	044	-003	-010	027	056	036
20	506	062	-042	-154	-152	082	199	-136	-156	-004	-041	-007	-207	194
21	-007	-771	006	166	-076	-012	078	-009	-044	-029	-028	009	-013	090
22	316	406	-049	-561	-088	016	015	-031	-058	-009	-026	-014	-015	042
23	-050	-047	-610	-095	-112	-089	-119	-148	036	-010	-054	-041	001	-090
24	021	016	002	009	-017	-010	024	002	-004	990	-016	005	-007	012
25	006	-002	056	-020	-033	007	040	-033	-036	-009	-010	004	951	019
26	013	039	-001	046	-040	-023	038	-000	-003	-017	969	002	-012	038
27	034	045	003	061	908	-039	056	-015	-011	-015	-042	-021	-027	082
28	015	023	028	066	-073	921	024	026	050	-011	-035	-038	017	055
29	-009	011	018	-001	014	016	015	002	001	-008	-002	-982	-006	-012
30	107	066	042	015	-063	-010	-884	000	-037	-029	-047	019	-044	088
31	-005	007	031	003	-017	028	031	-023	968	-006	-005	-002	-035	018
32	-020	-016	-001	-006	-020	005	001	962	-025	-001	-000	001	-031	-009

Decimals omitted

* Varimax rotation program developed by the staff of the Computer Center of The George Washington University.

CORRELATIONAL STUDY OF READING SCORES AND VARIOUS SEF ITEMS

Several key items from the Student Evaluation Form were correlated with second-grade reading achievement test scores in order to see to what extent these items were measuring the same thing as the tests.

Individual cards were obtained from the Pupil Personnel Services Division for all second-grade students in the D.C. Elementary Schools for the Metropolitan Achievement Test Battery given in April and May 1967. These cards were repunched (Card Form V) for convenience in data processing. The new deck of cards was sorted with the J Card deck (SEF - June 1967) by schools and the matched pairs removed.

Schools were picked for analysis so as to get a sampling across the status range of the target schools. Three of the schools were combined near status rank 30 in order to obtain a more stable sample.

The correlations were obtained from the distributions of SEF Items 2, 4, 5, and 7 against the Reading Test raw scores. These distributions and the resulting correlation coefficient are shown in Tables A-4 through A-7. A summary of the correlations by schools and the composite correlations for the total combined group are shown in Table A-8.

For the exact wording of the items used, see Appendix D. Each of these items was scored above average, average, or below average by the classroom teacher. The stems of the items were:

Item 2: "How well does this pupil do in his school work?"
Item 4: "How is his emotional maturity?"
Item 5: "How favorable is his attitude toward school?"
Item 7: "How well does he like, or is he learning, to read?"

Results of the study. Items 2 and 7, which one would expect to be highly related to reading performance, were found to be so related. Items 4 and 5, which one would expect to be less related to reading performance, were found to be less related. This indicates that the teacher ratings have differential validity and do not just measure the "halo" factor, and confirms the results of the factor analysis studies reported in Chapter 7.

TABLE A-4

Distribution of Metropolitan Reading Test Raw Scores for Second Grade versus Teacher Evaluations on the Same Students for Various Student Evaluation Form Items

Elementary School - Status Rank 15

	Item 2				Item 4				Item 5				Item 7			
	1	2	3	Total	1	2	3	Total	1	2	3	Total	1	2	3	Total
47-48	1			1		1		1	1			1		1		1
45-46																
43-44		1		1		1		1		1		1		1		1
41-42	1	2		3		2	1	3	1	2		3	2	1		3
39-40	1	4		5		5		5	1	4		5	1	3	1	5
37-38		3	1	4		4		4		4		4	1	3		4
35-36		2	1	3		3		3	1	1	1	3		2	1	3
33-34	1	7	1	9		8	1	9	2	7		9	2	7		9
31-32		2		2		1	1	2		2		2		2		2
29-30	1	5	1	7	1	5	1	7	1	6		7	1	5	1	7
27-28		3	1	4		3	1	4		3	1	4		3	1	4
25-26		4	1	5		4	1	5	1	3	1	5		5		5
23-24		2		2		2		2		2		2		2		2
21-22		6	4	10	1	6	3	10	1	8	1	10		6	4	10
19-20		4	4	8		6	2	8		5	3	8		5	3	8
17-18		4	8	12		9	3	12		10	2	12	1	5	6	12
15-16		1	8	9		7	2	9		7	2	9		2	7	9
13-14		2	11	13		11	2	13	1	8	4	13		3	10	13
11-12		1	14	15		7	8	15		9	6	15		2	13	15
9-10		3	6	9		5	4	9		5	4	9		5	4	9
7-8		3	6	9		7	2	9		6	3	9		3	6	9
5-6			5	5		1	4	5		1	4	5			5	5
3-4		1	3	4		1	3	4		1	3	4		1	3	4
1-2			1	1			1	1			1	1			1	1
Total	5	60	76	141	2	99	40	141	10	95	36	141	8	67	66	141
	r = .616				r = .465				r = .468				r = .581			

TABLE A-5

Distribution of Metropolitan Reading Test Raw Scores for Second Grade versus Teacher Evaluations on the Same Students for Various Student Evaluation Form Items

Elementary Schools - Status Ranks 28, 29, 31, combined

	Item 2				Item 4				Item 5				Item 7			
	1	2	3	Total	1	2	3	Total	1	2	3	Total	1	2	3	Total
49-50	1			1		1		1	1			1	1			1
47-48	1	1		2		2		2		2		2	1	1		2
45-46	4	4		8	1	6	1	8	2	6		8	4	4		8
43-44	4	6		10	3	7		10	4	6		10	3	7		10
41-42	6	8		14	1	10	1	12	3	11		14	5	9		14
39-40	1	4		5	3	2		5	4	1		5	1	4		5
37-38	2	8		10	4	6		10	4	6		10	3	6	1	10
35-36	1	8	1	10	4	5	1	10	4	6		10	2	7	1	10
33-34		8	2	10	1	5	3	9	2	7	1	10		9	1	10
31-32	1	3		4	2	1	1	4	1	3		4	1	3		4
29-30	3	5	3	11	2	6	3	11	5	4	1	10	3	5	4	12
27-28	1	3	3	7	1	2	4	7	1	6		7	1	3	2	6
25-26		5	1	6		5	3	8		6	1	7		6	1	7
23-24		5	3	8		4	4	8		7		7		6	2	8
21-22		8	4	12		6	4	10		10	2	12	1	7	4	12
19-20		9	8	17		10	7	17		14	3	17		9	8	17
17-18		7	5	12		3	9	12		7	5	12		5	7	12
15-16		6	10	16	1	7	8	17	1	6	7	14		5	10	15
13-14		5	6	11		5	6	11		8	3	11		6	5	11
11-12		4	8	12		4	8	12	1	5	6	12		5	7	12
9-10			2	2			2	2		1	1	2			2	2
7-8			8	8		3	5	8		3	5	8			8	8
5-6			4	4		2	2	4		3	1	4		1	3	4
3-4			2	2			1	1		1	1	2			2	2
1-2	—	1	1	2	—	1	1	2	1	1	—	2	—	1	1	2
Total	25	108	71	204	23	103	74	200	34	130	37	201	26	109	69	204

r = .614

r = .485

r = .493

r = .616

TABLE A-6

Distribution of Metropolitan Reading Test Raw Scores for Second Grade versus Teacher Evaluations on the Same Students for Various Student Evaluation Form Items

Elementary School - Status Rank 40

	Item 2			
	1	2	3	Total
45-46		1		1
43-44	1			1
41-42	2	1		3
39-40	1		1	2
37-38	1	3		4
35-36		1	1	2
33-34	2	5		7
31-32		2		2
29-30		2		2
27-28		1		1
25-26		1	1	2
23-24	1	3	1	5
21-22		2		2
19-20				0
17-18		2		2
15-16		6	4	10
13-14		2	2	4
11-12		6	4	10
9-10	1	6	6	13
7-8		3	2	5
5-6			1	1
3-4				0
1-2		1		1
Total	9	48	23	80

r = .448

	Item 4			
	1	2	3	Total
45-46		1		1
43-44		1		1
41-42	1	2		3
39-40		2		2
37-38		4		4
35-36		1	1	2
33-34		7		7
31-32		2		2
29-30		2		2
27-28		1		1
25-26		2		2
23-24		5		5
21-22		2		2
19-20				0
17-18		2		2
15-16		9	1	10
13-14		4		4
11-12		8	2	10
9-10		8	5	13
7-8		4	1	5
5-6		1		1
3-4				0
1-2		1		1
Total	1	69	10	80

r = .294

	Item 5			
	1	2	3	Total
45-46		1		1
43-44		1		1
41-42	2	1		3
39-40		1	1	2
37-38	1	3		4
35-36		1	1	2
33-34	3	4		7
31-32		2		2
29-30		2		2
27-28		1		1
25-26		1	1	2
23-24		5		5
21-22		2		2
19-20				0
17-18		2		2
15-16		7	3	10
13-14		3	1	4
11-12		6	4	10
9-10	1	7	5	13
7-8		4	1	5
5-6			1	1
3-4				0
1-2		1		1
Total	7	55	18	80

r = .374

	Item 7			
	1	2	3	Total
45-46		1		1
43-44	1			1
41-42	2	1		3
39-40	1		1	2
37-38		4		4
35-36		2		2
33-34	2	4	1	7
31-32		2		2
29-30		2		2
27-28		1		1
25-26		1	1	2
23-24		4	1	5
21-22			2	2
19-20				0
17-18		2		2
15-16		4	5	9
13-14		1	3	4
11-12		5	5	10
9-10		8	4	12
7-8		2	3	5
5-6			1	1
3-4				0
1-2		1		1
Total	6	45	27	78

r = .482

TABLE A-7

Distribution of Metropolitan Reading Test Raw Scores for Second Grade versus Teacher Evaluations on the Same Students for Various Student Evaluation Form Items

Elementary School - Status Rank 77

	Item 2			
	1	2	3	Total
47-48	2			2
45-46	2	1		3
43-44	2	1		3
41-42	2	1		3
39-40	2	1		3
37-38	2	2		4
35-36		5		5
33-34		4		4
31-32		1		1
29-30		3		3
27-28		5	1	6
25-26			1	1
23-24		4	1	5
21-22		6	3	9
19-20		3	3	6
17-18		1	3	4
15-16		2	2	4
13-14		1	2	3
11-12		1	3	4
9-10			1	1
7-8			2	2
5-6			1	1
Total	12	42	23	77

r = .768

	Item 4			
	1	2	3	Total
47-48		2		2
45-46		1	2	3
43-44	2	1		3
41-42		2	1	3
39-40	1	2		3
37-38		4		4
35-36	1	4		5
33-34		4		4
31-32		1		1
29-30	1	2		3
27-28		6		6
25-26		1	1	2
23-24		4	1	5
21-22		6	3	9
19-20		5	1	6
17-18		3	1	4
15-16		1	2	3
13-14		2	2	4
11-12		2	2	4
9-10			1	1
7-8			2	2
5-6			1	1
	5	53	20	78

r = .395

	Item 5			
	1	2	3	Total
47-48	2			2
45-46	3			3
43-44	3			3
41-42	1	2		3
39-40	3			3
37-38	3	1		4
35-36	2	3		5
33-34	3	1		4
31-32	1			1
29-30	1	2		3
27-28	2	4		6
25-26		2		2
23-24		4	1	5
21-22		8	1	9
19-20		6		6
17-18		2	2	4
15-16		1	2	3
13-14	1	3		4
11-12	1	2	1	4
9-10			1	1
7-8		1	1	2
5-6		1		1
	26	43	9	78

r = .653

	Item 7			
	1	2	3	Total
47-48	2			2
45-46	3			3
43-44	3			3
41-42	3			3
39-40	3			3
37-38	4			4
35-36	3	2		5
33-34	1	3		4
31-32		1		1
29-30	1	2		3
27-28	1	4	1	6
25-26		2		2
23-24		3	2	5
21-22		5	4	9
19-20		2	4	6
17-18		2	2	4
15-16		1	2	3
13-14		2	2	4
11-12		1	3	4
9-10			1	1
7-8			2	2
5-6		1		1
	24	31	23	78

r = .760

Notes:
a. Item 2: How well does school work; Item 4: Emotional maturity; Item 5: Attitude toward school; Item 7: Reading.
b. Options for each item: 1 = above average, 2 = average, 3 = below average.
c. Sign of correlation has been reversed.

TABLE A-8

Correlations of Metropolitan Reading Test Raw Scores for Second Grade with Teacher Evaluations for Several Target Area Schools

Status Rank	Student Evaluation Form			
of Schools	Item 2	Item 4	Item 5	Item 7
15	.616	.465	.468	.581
28, 29, 30	.614	.485	.493	.616
40	.448	.294	.374	.482
77	.768	.395	.653	.760
Combined	.567	.426	.495	.609
N	475	499	500	501

APPENDIX B

Additional comparisons of teacher evaluations between June 1966 and June 1967 for students in various Title I programs

TABLE B-1 - SEF Item 5. - Attitude toward school

TABLE B-2 - SEF Item 7. - Reading

TABLE B-3 - SEF Item 8. - Effect of home environment

TABLE B-4 - SEF Item 14.- Shy-Aggressive

TABLE B-1

Comparison of Teacher Evaluations Between June 1966 and June 1967 for Students in Various Title I Programs

Item 5 of the Student Evaluation Form: "How favorable is his attitude toward school?"
(1 = Above average; 2 = Average; 3 = Below average)

		Mean			S.D.		N		
	Program	Pre-	Post-	Diff.	Pre-	Post-	Pre-	Post-	Significance
202	Primary Summer	2.068	2.049	.019	.517	.501	1661	1644	
203	Music Camp (Resident)	2.090	2.000	.090	.539	.707	11	9	
204	Resident Camp (YMCA)	2.014	2.194	-.180	.639	.633	67	67	
206	Age 13.7 Reading Program	2.126	2.159	-.033	.545	.666	205	201	
208	MSD Institute and Demonstration Sch.	1.759	1.961	-.202	.642	.441	54	52	
209	Harrison School-Comm. (Elem.)	1.890	2.173	-.283	.579	.601	76	75	**
409	Harrison School-Comm. (Sec.)	2.066	2.000	.066	.457	.784	15	14	
212	Physical Fitness	1.956	2.053	-.097	.549	.532	208	207	
213	Team-Up	1.945	1.972	-.027	.434	.548	147	147	
231	Pupil Personnel Services ("Squeaky Wheel")	2.184	2.206	-.022	.571	.583	2993	2981	
422	STAY (Winter)	2.199	2.092	.107	.677	.680	55	54	
405	Social Adjustment	2.737	2.666	.071	.443	.509	61	60	
406	College Orientation	1.285	1.619	-.334	.560	.669	21	21	
407	Gonzaga College Prep.	1.719	1.959	-.240	.541	.675	25	25	
408	Future for Jimmy (Summer)	2.054	2.064	-.010	.521	.547	92	93	

TABLE B-1 (Continued - 2)

Program	Mean			S.D.		N		Significance
	Pre-	Post-	Diff.	Pre-	Post-	Pre-	Post-	
230 Future for Jimmy (Winter)	1.983	2.082	-.099	.527	.593	184	182	
223 Expansion of Language Arts	2.019	2.028	-.009	.544	.563	4256	4213	
226 Breakfast Program	2.038	2.156	-.118	.544	.577	471	467	**
227 Reading Clinic	2.280	2.277	.003	.553	.536	442	439	
229 Saturday Music Program	1.916	1.799	.117	.514	.632	12	10	
233 Urban Service Corps Clothing	2.257	2.396	-.139	.537	.537	249	247	**
233 Urban Service Corps Glasses	2.060	2.076	-.016	.562	.589	132	131	
240 Speech Clinic	2.201	2.143	.058	.564	.536	307	306	
251 Teacher-Aides (Elem.)	2.055	2.054	.001	.538	.563	4946	4937	
423 Teacher-Aides (Sec.)	1.973	2.037	-.064	.600	.653	2349	2340	**
424 Reading Incentive Seminar	1.801	1.699	.102	.614	.620	267	266	
228 MSD Teacher-Aides(TAP)	1.930	1.988	-.058	.535	.559	3703	3662	**
252 MSD Extended Day - Double Barrel	1.833	1.847	-.014	.642	.664	60	59	
254 MSD Nongraded Intermediate Sequence	2.074	1.931	.143	.544	.648	107	102	
256-B MSD Reading Programs Ginn Language Program	2.045	1.818	.227	.652	.795	22	22	
256-C MSD Reading Programs Peabody Lang. Kit	2.018	2.259	-.241	.494	.588	54	54	*
256-D MSD Reading Programs Words in Color	1.960	2.000	-.040	.488	.618	51	48	

TABLE B-1 (Continued - 3)

	Mean			S.D.		N		
Program	Pre-	Post-	Diff.	Pre-	Post-	Pre-	Post-	Significance
256-F MSD Reading Programs Unifon	1.849	1.924	-.075	.426	.572	40	40	
256-G MSD Reading Programs Lift Off to Reading Reading	2.044	2.089	-.045	.541	.556	89	89	
256-H MSD Reading Programs Language Experiences in Reading	2.107	2.071	.036	.628	.604	28	28	
256-J MSD Reading Programs Bank St. Readers	2.010	2.125	-.115	.647	.486	94	96	
256-K MSD Reading Programs Sounds of Language	1.919	2.000	-.081	.493	.288	25	25	
256-M MSD Reading Programs MacMillan Reading Spectrum	1.913	1.565	.348	.288	.589	23	23	*
256-N MSD Reading Programs Reading in High Gear	1.951	2.131	-.180	.663	.590	62	61	
256-O MSD Reading Programs SRA Reading Labs	2.057	2.139	-.082	.573	.648	709	687	*
256-P MSD Reading Programs Gateway English	2.005	2.135	-.130	.583	.657	521	502	**
450 MSD English in Every Classroom	2.080	2.151	-.071	.633	.665	599	581	
All in Winter & Summer Programs (List B)	2.039	2.079	-.040	.556	.549	1660	1644	*
All in Winter Programs Only (List B)	2.024	2.052	-.028	.564	.595	10233	10107	**
All in Summer Programs Only (List B)	2.221	2.163	.058	.530	.474	113	116	

TABLE B-1 (Continued - 4)

Program	Mean			S.D.		N		Significance
	Pre-	Post-	Diff.	Pre-	Post-	Pre-	Post-	
Nonidentified in Winter & Summer Programs (Lists C & D)	1.895	1.985	-.090	.588	.539	909	890	**
Identified in Winter & Summer Programs (Lists C & D)	2.182	2.166	.016	.557	.536	1045	1037	
Nonidentified in Winter Programs Only (List D)	1.885	1.921	-.036	.527	.579	6572	6440	**
Identified in Winter Programs Only (List D)	2.176	2.186	-.010	.563	.584	5945	5779	
Nonidentified in Summer Programs Only (List C)	1.947	1.964	-.017	.518	.552	575	568	
Identified in Summer Programs Only (List C)	2.185	2.149	.036	.558	.598	324	322	
Nonidentified Not in Programs	1.894	1.935	-.041	.528	.570	5668	5603	**
Identified Not in Programs	2.111	2.162	-.051	.575	.595	3090	3060	**

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* Significant at the 5% level.

** Significant at the 1% level.

TABLE B-2

Comparison of Teacher Evaluations between June 1966 and June 1967 for Students in Various Title I Programs

Item 7 on the Student Evaluation Form: How well does he like to read?*
(1 = above average; 2 = average; 3 = below average)

		Mean			S.D.		N		
	Program	Pre-	Post-	Diff.	Pre-	Post-	Pre-	Post-	Significance
202	Primary Summer	2.231	2.295	-.064	.594	.619	1449	1642	*
203	Music Camp (Resident) (Summer)	2.000	1.888	.112	.632	.781	11	9	
204	Resident Camp (YMCA) (Summer)	2.044	2.272	-.228	.638	.621	67	66	*
206	Age 13.7 Reading Program (Summer)	2.323	2.329	-.006	.555	.618	204	200	
208	MSD Inst. and Demonstration School (Summer)	1.867	2.134	-.267	.734	.525	53	52	*
209	Harrison School-Comm. (Elem.) (Summer)	2.051	2.346	-.295	.705	.647	77	75	*
409	Harrison School-Comm. (Sec.) (Summer)	2.399	2.000	.399	.632	.554	15	14	
212	Physical Fitness (Summer)	2.096	2.173	-.077	.615	.622	207	207	
213	Team-Up (Summer)	2.000	2.170	-.170	.530	.665	143	147	*
231	Pupil Personnel Services ("Squeaky Wheel") (Summer)	2.339	2.398	-.059	.611	.605	295	296	
422	STAY (Winter) (Special School - sec.)	2.230	2.163	.067	.645	.687	52	55	
405	Social Adjustment (Sec.) (Summer)	2.491	2.490	.001	.595	.504	61	54	

* This question was worded, "How well does he like, or is he learning, to read?" in June 1967.

TABLE B-2 (Continued - 2)

		Mean			S.D.		N		
	Program	Pre-	Post-	Diff.	Pre-	Post-	Pre-	Post-	Significance
406	College Orientation (Sec.) (Summer)	1.250	1.380	-.130	.444	.497	20	21	
407	Gonzaga College Prep (Sec.) (Summer)	1.799	1.719	.080	.500	.541	25	25	
408	Future for Jimmy (Summer)	2.164	2.239	-.075	.542	.521	91	92	
230	Future for Jimmy (Winter)	2.116	2.245	-.129	.598	.645	181	183	*
223	Expansion of Language Arts	2.110	2.215	-.105	.612	.639	3885	4212	**
226	Breakfast Program	2.230	2.252	-.022	.597	.618	469	467	
227	Reading Clinic	2.509	2.639	-.130	.522	.508	440	438	**
229	Saturday Music Program	1.916	1.799	.117	.514	.788	12	10	
233	Urban Service Corps Clothing	2.347	2.500	-.153	.625	.554	233	248	**
233	Urban Service Corps Glasses	2.120	2.226	-.106	.645	.654	124	128	
240	Speech Clinic	2.356	2.478	-.122	.613	.579	289	305	*
251	Teacher-Aides (elem.)	2.174	2.329	-.155	.629	.647	4630	4925	**
423	Teacher-Aides (sec.)	2.105	2.074	.031	.603	.605	2327	2318	
424	Reading Incentive Seminar	1.840	1.683	.157	.560	.757	257	265	**
228	MSD Teacher-Aides (TAP)	2.038	2.145	-.107	.618	.631	3331	3638	**
252	Extended Day-Double Barrel	1.949	1.949	.000	.594	.627	60	59	
254	Nongraded Intermediate Sequence	2.122	2.217	-.095	.612	.593	106	101	

TABLE B-2 (Continued - 3)

	Program	Mean			S.D.		N		Signif-icance
		Pre-	Post-	Diff.	Pre-	Post-	Pre-	Post-	
256-B	MSD Reading Program Ginn Language	2.157	2.272	-.115	.688	.702	18	22	
256-C	MSD Reading Program Peabody Lang. Kit	2.169	2.500	-.331	.642	.574	53	54	**
256-D	MSD Reading Program Words in Color	2.058	2.000	.058	.613	.384	51	48	
256-F	MSD Reading Program Unifon	2.086	2.375	-.289	.668	.740	23	40	
256-G	MSD Reading Program Lift Off to Reading	2.235	2.443	-.208	.610	.584	85	88	*
256-H	MSD Reading Program Language Experiences in Reading	2.307	2.285	.022	.549	.658	26	28	
256-J	MSD Reading Program Bank St. Reader	2.076	2.273	-.197	.744	.626	92	95	**
256-K	MSD Reading Program Sounds of Language	2.439	2.719	-.280	.711	.458	25	25	
256-M	MSD Reading Program MacMillan Spectrum	1.913	1.695	.218	.288	.558	23	23	
256-N	MSD Reading Program Reading in High Gear	2.290	2.199	.091	.583	.546	62	60	
256-0	MSD Reading Program SRA Reading Labs	2.193	2.238	-.045	.621	.607	707	674	
256-P	MSD Reading Program Gateway to English	2.147	2.184	-.037	.634	.571	522	489	
450	MSD English in Every Classroom (sec.)	2.198	2.148	.050	.659	.610	598	570	

TABLE B-2 (Continued - 4)

	Mean			S.D.		N		Significance
	Pre-	Post-	Diff.	Pre-	Post-	Pre-	Post-	
All in Winter and Summer Programs (List B)	2.214	2.287	-.073	.613	.642	1489	1642	**
All in Winter Programs Only (List B)	2.152	2.222	-.070	.621	.640	9363	10044	**
All in Summer Programs Only (List B)	2.313	2.339	-.026	.565	.590	99	115	
All Students in Matched Sample	2.007	2.037	-.030	.561	.584	24108	23697	**

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* Significant at the 5% level.

** Significant at the 1% level.

TABLE B-3

Comparison of Teacher Evaluations Between June 1966 and June 1967 for Students in Various Title I Programs

Item 8 on the Student Evaluation Form: "How does his home environment affect his school performance?"
(1 = Favorable, 3 = Unfavorable)

Program	Pre-	Post-	Diff.	Pre-	Post-	Pre-	Post-	Significance
Nonidentified in Winter & Summer Programs (Lists C & D)	1.533	1.671	-.138	.686	.683	864	862	**
Identified in Winter & Summer Programs (Lists C & D)	1.911	1.942	-.031	.780	.710	1008	1019	
Nonidentified in Winter Programs Only (List D)	1.559	1.681	-.122	.715	.683	6216	6212	**
Identified in Winter Programs Only (List D)	1.940	1.985	-.045	.786	.724	5725	5623	**
Nonidentified in Summer Programs Only (List C)	1.568	1.635	-.067	.673	.678	559	554	
Identified in Summer Programs Only (List C)	1.860	1.939	-.079	.758	.672	309	315	
Nonidentified Not in Programs	1.544	1.670	-.126	.713	.666	5420	5438	**
Identified Not in Programs	1.837	1.901	-.064	.799	.722	2982	2956	**
All Students in Matched Sample	1.705	1.795	-.090	.766	.710	23084	22980	**

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* Significant at the 5% level.

** Significant at the 1% level.

TABLE B-4

Comparison of Teacher Evaluations Between June 1966 and June 1967 for Students in Various Title I Programs

Item 14 of the Student Evaluation Form: "Shy-Aggressive"
(1.0 = Shy, 5.0 = Aggressive)

Program	Mean			S.D.		N		Significance
	Pre-	Post-	Diff.	Pre-	Post-	Pre-	Post-	
202 Primary Summer	2.685	2.849	.164	1.128	1.037	1524	1605	**
203 Music Camp(Resident)	3.090	3.500	.410	1.136	1.178	11	10	
204 Resident Camp (YMCA)	3.032	3.153	.121	1.032	.987	61	65	
206 Age 13.7 Reading Program	3.041	3.123	.082	1.179	1.033	192	195	
208 MSD Institute & Demonstration Sch.	2.625	2.942	.317	1.141	.849	48	52	
209 Harrison School-Comm. (Elem.)	2.818	2.944	.126	1.135	1.099	64	72	
409 Harrison School-Comm. (Sec.)	2.538	2.857	.319	1.391	.864	13	14	
212 Physical Fitness	3.199	3.179	-.020	1.065	.922	190	206	
213 Team-Up	3.024	2.944	-.080	1.107	.984	124	145	
408 Future for Jimmy (Summer)	2.746	2.870	.124	1.177	1.013	83	93	
405 Social Adjustment	3.160	3.186	.026	1.124	.880	56	59	
230 Future for Jimmy (Winter)	2.932	2.917	-.015	1.113	1.010	164	181	

TABLE B-4 (Continued - 2)

	Program	Mean			S.D.		N		Significance
		Pre-	Post-	Diff.	Pre-	Post-	Pre-	Post-	
226	Breakfast Program	3.056	3.133	.077	1.100	1.065	423	464	
229	Saturday Music Program	2.750	3.454	.704	1.215	1.128	12	11	
231	Pupil Personnel Services ("Squeaky Wheel")	2.881	3.029	.148	1.158	1.065	2817	1980	**
233	Urban Service Corps Clothing	2.639	2.873	.234	1.109	1.077	233	245	*
233	Urban Service Corps Glasses	2.893	2.750	-.143	1.134	1.150	122	128	
251	Teacher-Aides(Elem.)	2.809	2.941	.132	1.164	1.058	4525	4916	**
424	Reading Incentive Seminar	2.899	2.988	.089	1.136	1.150	239	263	
228	MSD Reacher-Aides (TAP)	2.938	2.916	-.022	1.138	1.030	3392	3620	
254	MSD Nongraded Intermediate Sequence	2.644	2.900	.256	1.265	1.024	90	101	
256-B	MSD Reading Programs Ginn Language Program	2.136	1.954	-.182	1.753	.898	22	22	
256-C	MSD Reading Programs Peabody Language Kit	3.111	3.056	-.055	1.040	.928	54	53	
256-D	MSD Reading Programs Words in Color	2.666	2.687	.021	1.125	1.055	51	48	
256-F	MSD Reading Programs Unifon	2.589	2.871	.282	1.271	1.417	39	39	
256-G	MSD Reading Programs Lift Off to Reading	2.779	2.662	-.117	1.349	1.147	86	89	

TABLE B-4 (Continued - 3)

Program	Mean			S.D.		N		Signif- icance
	Pre-	Post-	Diff.	Pre-	Post-	Pre-	Post-	
256-H MSD Reading Programs Language Experiences in Reading	3.115	3.000	-.115	1.366	.902	26	28	
256-J MSD Reading Programs Bank St. Readers	2.977	2.915	-.062	.953	.941	89	95	
256-K MSD Reading Programs Sounds of Language	2.799	3.159	.360	.912	.850	25	25	
256-M MSD Reading Programs MacMillan Reading Spectrum	3.045	2.782	-.263	.950	.671	22	23	
256-N MSD Reading Programs Reading in High Gear	3.055	3.183	.128	1.106	1.033	54	60	
256-O MSD Reading Programs SRA Reading Labs	2.965	3.108	.143	1.077	1.048	668	665	*
256-P MSD Reading Programs Gateway English	2.978	3.035	.057	1.071	1.095	502	483	
Identified in Programs (Various)	2.874	2.963	.089	1.144	1.025	2641	2797	**
Nonidentified in Certain Programs	2.882	2.909	.027	1.132	1.047	3549	3768	
All in Winter & Summer Programs (List B)	2.829	2.937	.108	1.147	1.030	1502	1628	**
All in Winter Programs Only (List B)	2.893	2.969	.076	1.143	1.052	9419	10036	**
All in Summer Programs Only (List B)	2.702	2.803	.101	1.187	1.097	101	112	
Nonidentified in Winter & Summer Programs (Lists C & D)	2.817	2.882	.065	1.158	1.038	821	887	

TABLE B-4 (Continued - 4)

Program	Mean			S.D.		N		Significance
	Pre-	Post-	Diff.	Pre-	Post-	Pre-	Post-	
Identified in Winter & Summer Programs (Lists C & D)	2.789	2.980	.191	1.164	1.061	954	1015	**
Nonidentified in Winter Programs Only (List D)	2.901	2.931	.031	1.131	1.027	6067	6372	
Identified in Winter Programs Only (List D)	2.895	2.956	.061	1.160	1.048	5503	5732	**
Nonidentified in Summer Programs Only (List C)	2.782	2.996	.214	1.087	1.046	548	547	**
Identified in Summer Programs Only (List C)	2.836	2.929	.093	1.079	.971	293	315	
Nonidentified Not in Programs	2.890	2.992	.102	1.126	1.004	5269	5519	**
Identified Not in Programs	2.884	2.991	.107	1.133	1.018	2881	3009	**
All Students in Matched Sample	2.883	2.961	-.078	1.138	1.028	22336	23398	**

---

* Significant at the 5% level.

** Significant at the 1% level.

APPENDIX C

ADDITIONAL LANGUAGE FACILITY TEST RESULTS

Because of the importance to deprived and handicapped children of the ability to use language effectively, their verbal development was measured using the Language Facility Test. This test was given to children in a number of different Title I programs, and for comparison purposes, to other groups of children in other programs. The data in these samples establish base lines for future follow-up studies.

The basic measurement of the Language Facility Test shows where the child stands in reference to his own age group in his ability to use language. Figure C-1 shows the distribution of 129 mentally retarded children in three Title I D.C. programs in relation to the Language Facility norms. The three groups were the children in the Harris Elementary School Summer 1966 Head Start program for mental retardates, mental retardates from the Sharpe Health School 1966 Summer program, and the Summer 1966 Program for the Severely Mentally Retarded. It can be seen that these mental retardates tend to do very poorly on the test, with a few exceptions. The proportion of such exceptions appears to be greater at early ages.

These exceptions, whose scores fall in the high average and the accelerated development zones, should be investigated further. Independent investigation of these cases in other studies has shown that many of them tend to be hyperactive children who speak an urban dialect.

Figure C-2 shows the results for a group of mentally retarded children in the summer Head Start program in 1966. Figure C-3 shows the test results for a group of children in the 1966 summer program for the physically handicapped (Sharpe Health School). Many of these children had multiple handicaps. Those diagnosed as mentally retarded were not included in this figure. There were many pupils who were in the accelerated development zone and in the high-average zone according to the norms for the test.

Figure C-4 shows the distribution of scores by age for a group of children in the 1966 summer program for hearing-impaired children (Kendall School). The test was administered by specially trained teachers of the deaf. The children were given instructions in sign language to which they replied in sign language. The stories they told or the descriptions they gave were then translated into speech by the test administrator for recording and scoring according to the usual criteria for the test. It can be seen that a considerable proportion of the deaf children score in the slow development zone when compared to children with normal speech. This does not mean that they are mentally retarded but rather measures the extent to which they are competitive in communication with normal hearing children. The Language Facility Test was readministered at the end of the summer to some of these same children, most of whom showed noticeable improvement on the post-test.

Figure C-5 shows a group of adolescents who were in the Age 13.7 Reading Program for slow readers in the summer of 1966. It is interesting to note that most of these students (83%) score in the average zone, even though almost all of them would have a very low verbal IQ because they were very poor readers.

Figure C-6 shows a group of children in a middle-class private nursery and first grade school. The two children in the slow development zone are children whose parents recently came to this country. One was Spanish and the other French. Their low scores represent their ability to communicate in English at the time of the test. It is interesting to compare this figure with the distribution of all the Head Start children shown in Figure 8-1 on page 8-15. While the middle-class group has a little better performance, the difference is relatively small.

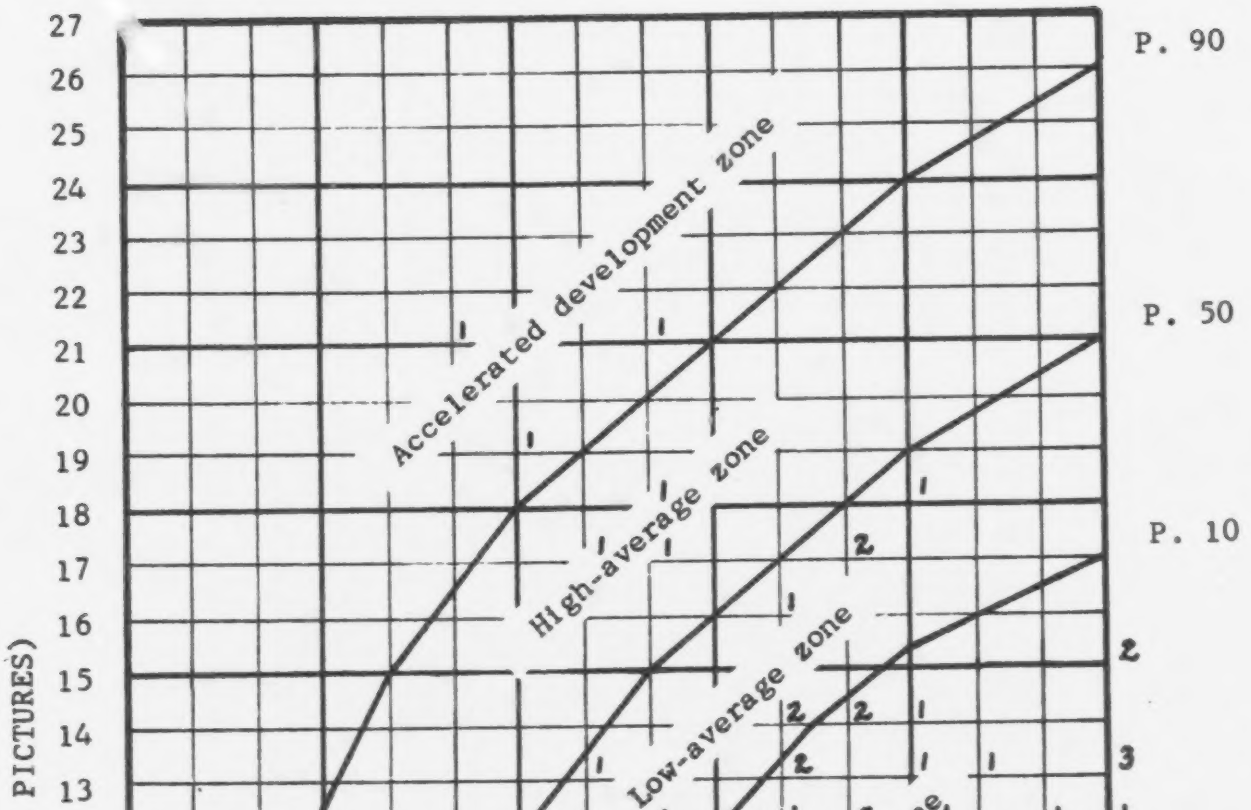

Figure C-1. Distribution of mentally retarded children in several summer programs, Summer 1966. (N = 129)

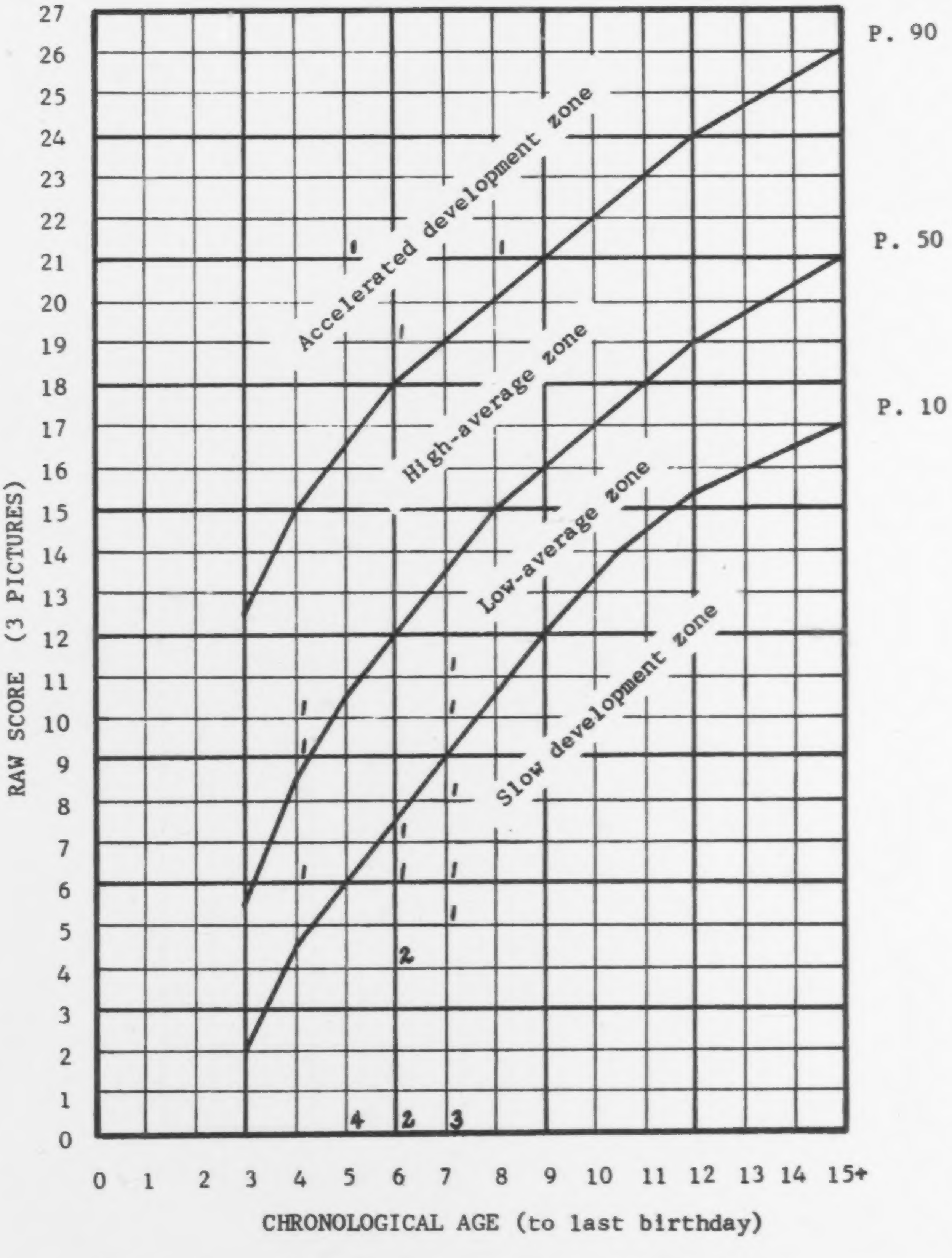

Figure C-2. Distribution of mental retardates in a summer Head Start program, 1966. (N = 24)

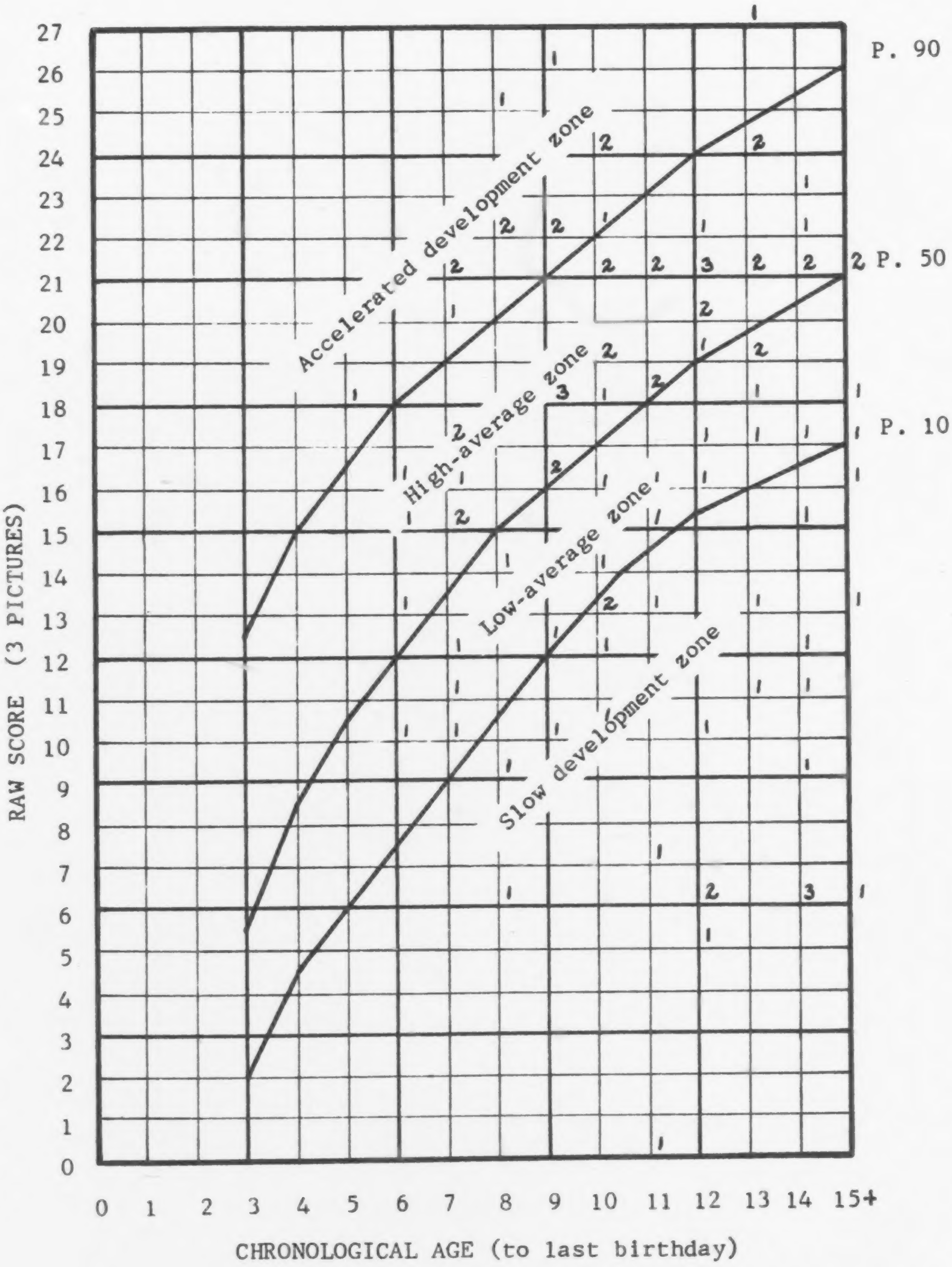

Figure C-3. Distribution of a group of children in a summer program for physically handicapped, 1966. (N = 98)

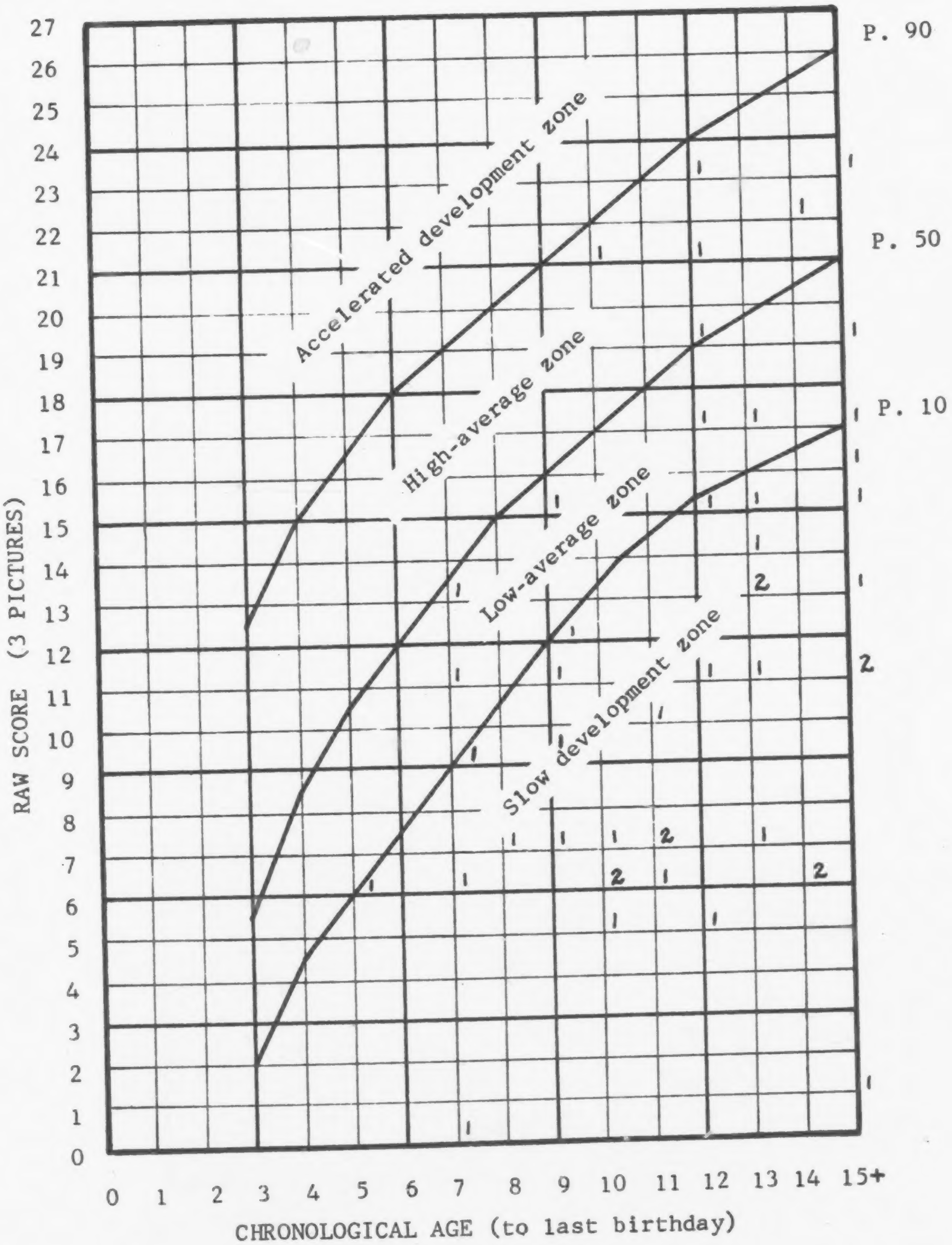

Figure C-4. Distribution of a group of children in a summer program for the deaf, 1966. (N = 47)

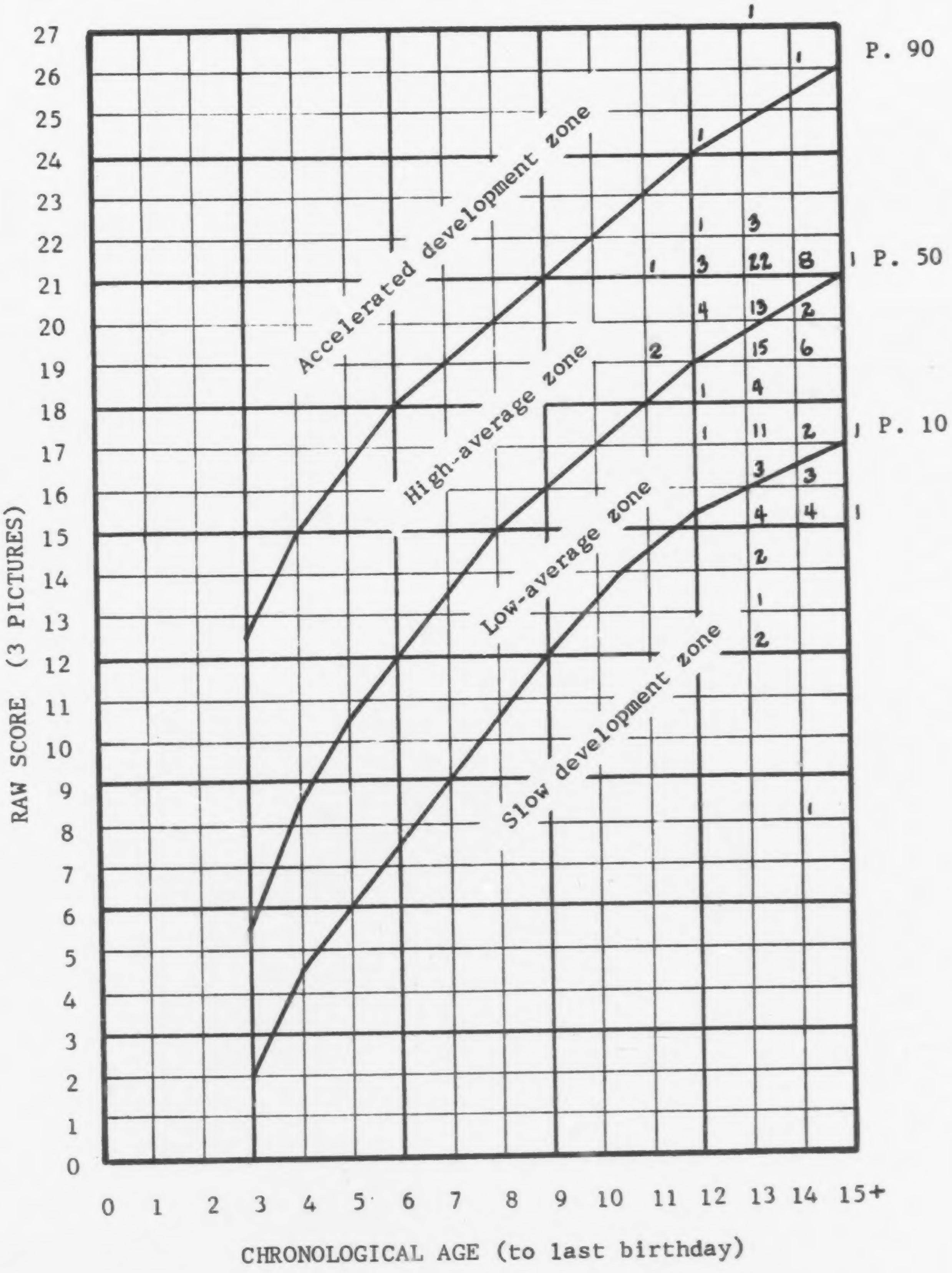

Figure C-5. Distribution of a group of children in a summer program for poor readers, 1966. (N = 125)

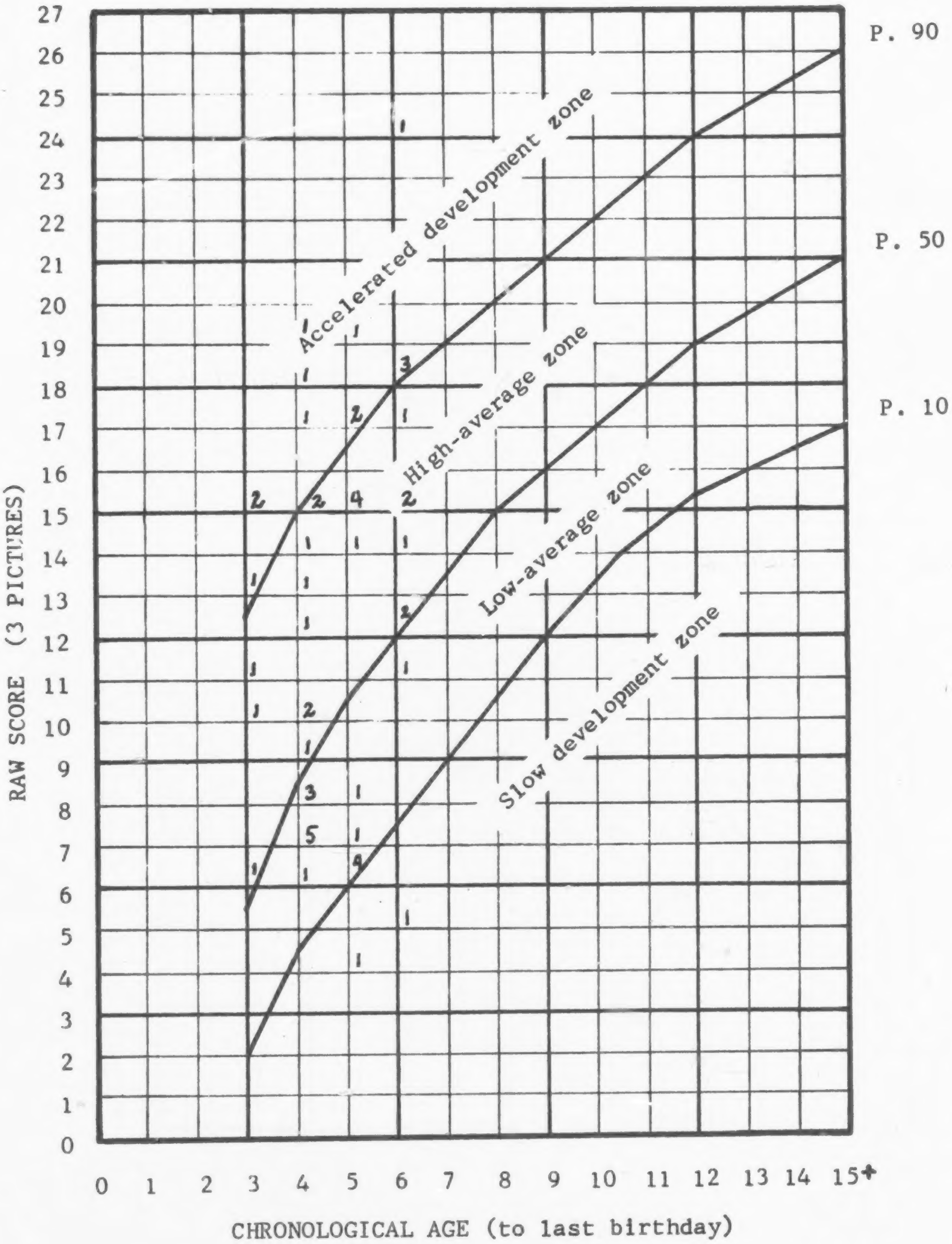

Figure C-6. Distribution of children in a middle-class private nursery school and first grade, 1966. (N = 53)

APPENDIX D

Distribution by Grade Groups of Evaluations* by Pupil Personnel Teams, February 1967

Items	Scale** Value	K-JP N=108	1-3 N=100	SA N=256	4-6 N=100	7-9 N=100	10-12 N=100
1. How favorable is his attitude toward school?							
A. Above average	3	7%	9%	11%	8%	4%	5%
B. Average	2	57	70	52	70	79	65
C. Below average	1	34	21	37	20	17	29
Omit		2	0	0	2	0	1
Mean Scale Value**		1.7	1.9	1.7	1.9	1.9	1.9
2. How well can you understand him when he speaks?							
A. Very well	4	3%	13%	9%	9%	5%	4%
B. About average	3	57	66	66	80	85	86
C. Not very well	2	31	17	17	8	9	9
D. Hard to understand	1	7	3	6	1	1	0
Omit		2	1	2	2	1	1
Mean Scale Value**		2.6	2.9	2.8	3.0	2.9	2.9
3. Does he have trouble because of fighting?							
A. Very often	1	9%	4%	7%	5%	1%	1%
B. Occasionally	2	33	42	36	46	37	25
C. Never	3	55	52	53	48	61	64
Omit		3	2	4	1	1	0
Mean Scale Value**		2.5	2.5	2.5	2.4	2.6	2.7

---

* The subjects of these evaluations were the identified students ("squeaky wheels") in the case load of the Pupil Personnel Worker Teams in February 1967. These items are taken from the form, "Pupil Personnel Worker Evaluation Form," a copy of which will be found in Appendix F. The above figures are for small samples taken at random from a total sample of over 5000 cases.

** Scale values were assigned so that the high numbers were at the "good" end of the scale and low numbers were at the "bad" end of the scale, except in Item 9, where the number of books has been estimated from the responses given. The mean scale value has been given to facilitate comparisons.

APPENDIX D (Continued - 2)

Items	Scale Value	K-JP N=108	1-3 N=100	SA N=256	4-6 N=100	7-9 N=100	10-12 N=100
4. Does he get in trouble with the police?							
A. Very often	1	0%	0%	2%	1%	0%	0%
B. Occasionally	2	0	9	17	11	16	5
C. Never	3	92	88	76	84	80	75
Omit		8	3	5	4	4	20
Mean Scale Value		3.0	2.9	2.8	2.9	2.8	2.9
5. Does he get in trouble with his neighbors?							
A. Very often	1	1%	2%	3%		0%	0%
B. Occasionally	2	20	29	25		23	1
C. Never	3	64	61	64		73	89
Omit		15	8	8		4	10
Mean Scale Value		2.7	2.6	2.7		2.8	3.0
7. Does he have problems because of being withdrawn?							
A. Very often	1	10%	5%	4%	3%	3%	0%
B. Occasionally	2	55	40	55	31	23	19
C. Never	3	30	49	36	62	57	81
Omit		5	6	5	4	7	0
Mean Scale Value		2.2	2.5	2.3	2.6	2.7	2.8
9. How many personal books does he have?							
A. Many (more than ten)	4	0%	5%	4%	17%	15%	55%
B. A few (three to nine)	3	2	13	14	19	30	22
C. One or two	2	21	34	21	57	9	7
D. None	1	60	41	52	30	28	12
Omit		17	7	9	7	18	4
Number of Books		1.9	3.9	4.5	4.9	7.8	11.5
13. How much education does his family want the subject to have?							
A. Some high school	1	9%	15%	22%	8%	14%	3%
B. To graduate from high school	2	36	55	63	46	61	84
C. Some college	3	0	10	4	8	5	11
D. To graduate from college	4	10	12	2	22	20	2
Omit		45	23	9	16	0	3
Mean Scale Value		2.2	2.2	1.8	2.5	2.3	2.1

APPENDIX D (Continued - 3)

Items	Scale Value	K-JP N=108	1-3 N=100	SA N=256	4-6 N=100	7-9 N=100	10-12 N=100
15. How does his home compare with others in the neighborhood?							
A. Above average	3	2%	3%	2%	10%	4%	0%
B. Average	2	63	59	69	64	84	89
C. Below average	1	20	17	22	13	8	3
Omit		15	21	7	13	4	8
Mean Scale Value		1.8	1.8	1.8	2.0	1.9	2.0
16. Which of the following describes how the inside of his home is kept?							
A. Clean, neat, well organized	3	5%	8%	6%	20%	5%	4%
B. Average	2	55	54	58	50	83	84
C. Unkempt, disorderly	1	22	18	31	16	8	3
Omit		18	20	5	14	4	9
Mean Scale Value		1.8	1.9	1.7	2.0	2.0	2.0
17. Does he have an adequate place to study?							
A. Quite adequate	3	10%	15%	5%	18%	25%	4%
B. Barely adequate	2	52	46	50	50	60	79
C. Not adequate at all	1	24	21	36	17	10	8
Omit		14	18	9	15	5	9
Mean Scale Value		1.8	1.9	1.7	2.0	2.2	2.0
18. Is his home environment conducive to school work?							
A. Above average	3	2%	3%	2%	4%	6%	2%
B. Average	2	43	51	52	60	70	74
C. Below average	1	38	27	40	22	18	10
Omit		17	19	6	14	6	14
Mean Scale Value		1.6	1.7	1.6	1.8	1.9	1.9

APPENDIX E

Combinations of Programs Used
in Statistical Analysis in Chapter 6

Given below are the various lists of programs which were combined for various purposes in Tables 6-1, 6-2, and 6-3 and in Figures 6-1, 6-2, and 6-3:

LIST A

- Primary Summer
- Music Camp (Resident)
- Resident Camp (YMCA)
- Age 13.7 Reading Program
- MSD Institute and Demonstration School
- Harrison School-Community (Elementary)
- Physical Fitness
- Social Adjustment
- Future for Jimmy (Summer)
- Breakfast Program
- Team Teaching in Intermediate Sequence
- Saturday Music Program
- Reading Incentive Seminars
- Future for Jimmy (Winter)
- MSD Teacher-Aide Program
- Urban Service Corps--Clothing Aid
- Urban Service Corps--Glasses Aid

LIST B

- Breakfast Program
- Reading Clinic
- Speech Correction (1966-67)
- Hearing Clinic Therapy (1966-67)
- MSD Team Teaching in Intermediate Sequence
- Saturday Music Program
- Teacher-Aide (Elementary)
- MSD Extended Day--Double Barrel
- Reading Incentive Seminars
- STAY (Winter)
- Teacher-Aides (Secondary)
- MSD Teacher-Aides
- Urban Service Corps--Clothing Aid
- Urban Service Corps--Glasses Aid

LIST C

- Primary Summer
- Music Camp (Resident)
- Resident Camp (YMCA)
- Team-Up
- Age 13.7 Reading Program
- MSD Institute
- Harrison School-Community (Elementary)
- Pupil Enrichment
- Enrichment Summer School
- Webster School for Girls (Summer)
- Social Adjustment
- College Orientation
- Gonzaga College Prep
- Future for Jimmy (Summer)
- Harrison School-Community (Secondary)
- Physical Fitness

APPENDIX E

(Continued)

LIST D

Expansion of Language Arts
Breakfast Program
Reading Clinic--Correction Diagnosis & Instruction
Reading Clinic--Diagnosis Only
Speech Clinic--Correction (1965-66)
Speech Clinic--Correction (1966-67)
Speech Clinic--Correction (1965-67)
Speech Clinic--Diagnosis Only
Hearing Clinic--Therapy (1965-66)
Hearing Clinic--Therapy (1966-67)
MSD Team Teaching in Intermediate Sequence
Saturday Music Program
Teacher-Aides (Elementary) (Winter)
Webster School for Girls (Winter)
MSD Extended Day--Double Barrel
MSD Model
Reading Incentive Seminars
MSD Cultural Enrichment (Elementary)
STAY (Winter)
Teacher-Aides (Secondary) (Winter)
Future for Jimmy (Winter)
Teacher-Aides (Vocational School)
MSD English in Every Classroom
MSD Cultural Enrichment (Secondary)
MSD - TAP
Urban Service Corps--Clothing Aid
Urban Service Corps--Glasses Aid
Urban Service Corps--MSD

APPENDIX F

Data-gathering instruments used in the study:

1. Student Evaluation Form (May 1966)
2. Student Evaluation Form (Summer 1966)
3. Student Evaluation Form (May 1967)
4. Pupil Personnel Services Team - Special Evaluation Form (January 1967)
5. Pupil Personnel Services Team - Evaluation Form (Revised) (May 1967)
6. Student Interview Form
7. Fifteen-Minute Theme Form
8. Student Questionnaire
9. Teacher Questionnaire
10. Title I - Teacher-Aide Questionnaire for Principals
11. Title I - Teacher-Aide Questionnaire for Classroom Teachers
12. Title I Questionnaire for Teacher-Aides
13. Model School Division Program Participation List

NOTE: For a discussion of the rationale and use of these forms, see Chapter 5.

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Department of Budget, Research, and Legislation
Franklin Administration Building
13th & K Streets, N. W.
Washington, D.C. 20005

STUDENT EVALUATION FORM

Boy ________
Girl ________

Name of student ______________________________
Last First Middle

School now attending ______________________________ Present Grade ________

Address ______________________________ Date of birth ______________
Month Day Year

Name of parent or guardian ______________________________

Address ______________________________ Telephone ______________

Name of Teacher ______________________________
Last First Middle

For how many months have you taught this student? ________ Today's Date ______________

Please evaluate this student on the following:
(Circle the ones that apply.)

1. How well does he apply himself to his school work?
   - A. Above average
   - B. Average
   - C. Below average

2. How well does this pupil do in his school work?
   - A. Above average
   - B. Average
   - C. Below average

3. How well does he get along with the other children?
   - A. Above average
   - B. Average
   - C. Below average

4. How is his emotional maturity?
   - A. Above average
   - B. Average
   - C. Below average

5. How favorable is his attitude toward school?
   - A. Above average
   - B. Average
   - C. Below average

6. How well can you understand him when he speaks?
   - A. Above average
   - B. Average
   - C. Below average

7. How well does he like to read?
   - A. Above average
   - B. Average
   - C. Below average

8. How does his home environment affect his school performance?
   - A. Favorably
   - B. Unfavorably
   - C. Neither favorably nor unfavorably

9. How good is his health?

A. Above average
B. Average
C. Below average

If below average, please explain:

____

____

____

10. How well does he cooperate with you?

A. Above average
B. Average
C. Below average

If below average, please explain:

____

____

____

In answering the next seven questions, please indicate where the student stands on each scale by making a check mark in one of the five places.

11. DEFIANT _____ _____ _____ _____ _____ SUBMISSIVE
12. UNCOOPERATIVE _____ _____ _____ _____ _____ COOPERATIVE
13. FRIENDLY _____ _____ _____ _____ _____ HOSTILE
14. SHY _____ _____ _____ _____ _____ AGGRESSIVE
15. IRRESPONSIBLE _____ _____ _____ _____ _____ RESPONSIBLE
16. NEAT _____ _____ _____ _____ _____ UNKEMPT
17. FOLLOWER _____ _____ _____ _____ _____ LEADER
18. ALERT _____ _____ _____ _____ _____ DULL

19. Please check the words which apply to this student:

_____sullen
_____follower
_____shy
_____friendly
_____neat
_____aggressive
_____irresponsible
_____hostile
_____industrious

_____defiant
_____responsible
_____show-off
_____talkative
_____popular
_____leader
_____alert
_____argumentative
_____lazy

_____dull
_____nonconformist
_____imaginative
_____apathetic
_____creative
_____withdrawn
_____unkempt
_____disruptive
_____aloof

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Department of Budget, Research, and Legislation
Franklin Administration Building
13th & K Streets, N. W.
Washington, D. C. 20005

STUDENT EVALUATION FORM

Today's date ____________

Title of Summer Program ____________

Name of Teacher ____________ Last ____________ First ____________ Middle

Boy ____
Girl ____

Name of Student ____________ Last ____________ First ____________ Middle

Address ____________

Name of Parent or Guardian ____________

Address ____________

Last School Attended ____________ Grade as of June 1966 ____

Please evaluate this student on the following:
(Circle the most appropriate letter to answer each question.)

1. How well does he apply himself to his school work?
   - A. Above average
   - B. Average
   - C. Below average

2. How well does this pupil do in his school work?
   - A. Above average
   - B. Average
   - C. Below average

3. How well does he get along with the other children?
   - A. Above average
   - B. Average
   - C. Below average

4. How is his emotional maturity?
   - A. Above average
   - B. Average
   - C. Below average

5. How favorable is his attitude toward school?
   - A. Above average
   - B. Average
   - C. Below average

6. How well can you understand him when he speaks?
   - A. Above average
   - B. Average
   - C. Below average

7. How well does he like to read?
   - A. Above average
   - B. Average
   - C. Below average

8. How does his home environment affect his school performance?
   - A. Favorably
   - B. Unfavorably
   - C. Neither favorably nor unfavorably

GWU-C7-15-66

9. How good is his health?

A. Above average
B. Average
C. Below average

If below average, please explain:

____

____

____

10. How well does he cooperate with you?

A. Above average
B. Average
C. Below average

If below average, please explain:

____

____

____

In answering the next seven questions, please indicate where the student stands on each scale by making a check mark in one of the five places.

11. DEFIANT _____ _____ _____ _____ _____ SUBMISSIVE
12. UNCOOPERATIVE _____ _____ _____ _____ _____ COOPERATIVE
13. FRIENDLY _____ _____ _____ _____ _____ HOSTILE
14. SHY _____ _____ _____ _____ _____ AGGRESSIVE
15. IRRESPONSIBLE _____ _____ _____ _____ _____ RESPONSIBLE
16. NEAT _____ _____ _____ _____ _____ UNKEMPT
17. FOLLOWER _____ _____ _____ _____ _____ LEADER
18. ALERT _____ _____ _____ _____ _____ DULL

19. Please check the words which apply to this student:

_____sullen
_____follower
_____shy
_____friendly
_____neat
_____aggressive
_____irresponsible
_____hostile
_____industrious
_____defiant
_____responsible
_____show-off
_____talkative
_____popular
_____leader
_____alert
_____argumentative
_____lazy
_____dull
_____nonconformist
_____imaginative
_____apathetic
_____creative
_____withdrawn
_____unkempt
_____disruptive
_____aloof

THE GEORGE WASHINGTON UNIVERSITY
Education Research Project
729 15th Street, N.W.
Washington, D.C., 20005

March 1967

PLEASE PRINT

STUDENT EVALUATION FORM

Ident. Number ______________ (1-7) Name of School ______________________ School Code ______ (32-34)

Name of Pupil ____ (8-22)
Last First Middle

Boy ____ (23) Present Grade ________ (24-25) Date of Birth _____/_____/_____ (26-31
Girl ____
Month Day Year

Name of Parent or Guardian ____
Last First Middle

Address ____

Please evaluate this student on the following (circle the ones that apply):

1. How well does he apply himself to his school work?
(35)
   - A. Above average
   - B. Average
   - C. Below average

2. How well does this pupil do in his school work?
(36)
   - A. Above average
   - B. Average
   - C. Below average

3. How well does he get along with the other children?
(37)
   - A. Above average
   - B. Average
   - C. Below average

4. How is his emotional maturity?
(38)
   - A. Above average
   - B. Average
   - C. Below average

5. How favorable is his attitude toward school?
(39)
   - A. Above average
   - B. Average
   - C. Below average

6. How well can you understand him when he speaks?
(40)
   - A. Above average
   - B. Average
   - C. Below average

7. How well does he like, or is he learning, to read?
(41)
   - A. Above average
   - B. Average
   - C. Below average

8. How does his home environment affect his school performance?
(42)
   - A. Favorably
   - B. Neither favorably nor unfavorably
   - C. Unfavorably

9. How good is his health?
(43)
   - A. Above average
   - B. Average
   - C. Below average

10. How well does he cooperate with you?
(44)
   - A. Above average
   - B. Average
   - C. Below average

Form GWU-C7-11-37

In answering the next eight questions, please indicate where the student stands on each scale by making a check mark in one of the five places.

11. (45) DEFIANT _____ _____ _____ _____ _____ SUBMISSIVE

12. (46) UNCOOPERATIVE _____ _____ _____ _____ _____ COOPERATIVE

13. (47) FRIENDLY _____ _____ _____ _____ _____ HOSTILE

14. (48) SHY _____ _____ _____ _____ _____ AGGRESSIVE

15. (49) IRRESPONSIBLE _____ _____ _____ _____ _____ RESPONSIBLE

16. (50) NEAT _____ _____ _____ _____ _____ UNKEMPT

17. (51) FOLLOWER _____ _____ _____ _____ _____ LEADER

18. (52) ALERT _____ _____ _____ _____ _____ DULL

19. How many days has this student been absent for any reason since the first of this school year?

(53-54) ______________ days

20. How many days has he been absent unexcused?

(55-56) ______________ days

21. Was this student in a special academic class this year?

(57) _____ No
_____ Yes

22. Has he been in any of the following:

(58) _____ No _____ Yes a. Social Adjustment Clas

(59) _____ No _____ Yes b. Twilight School

(60) _____ No _____ Yes c. Boys' Jr-Sr High School

23. On the average, what part of his classroom time is spent in a classroom with a teacher-aide present?

(61) _____ None
_____ Some, but less than one half
_____ Over one half but less than all the time
_____ All the time

THIS SECTION IS TO BE ANSWERED FOR PUPILS IN KINDERGARTEN, JUNIOR PRIMARY, AND FIRST GRADE. PLEASE ANSWER ALL ITEMS AND OPTIONS THAT APPLY.

1. Has the pupil been in Junior Primary?

(62) _____ a. Yes
_____ b. No
_____ c. Don't know

2. What kindergarten program or programs has this child been in?

(63) _____ a. Public (D.C. schools)
(64) _____ b. Public (other than D.C.)
(65) _____ c. Private
(66) _____ d. None
(67) _____ e. Don't know

3. What pre-kindergarten program did this child attend?

(68) _____ a. Public Summer Head Start, '65
(69) _____ b. Public " " " '66
(70) _____ c. Private " " " '65
(71) _____ d. Private " " " '66
(72) _____ e. Private Winter " " 64-65
(73) _____ f. Private " " " 65-66
(74) _____ g. Other public pre-K program
(75) _____ h. Other private pre-K program
(76) _____ i. None
(77) _____ j. Don't know

____
Date filled in

____
Teacher's signature

George Washington University

PUPIL PERSONNEL SERVICES TEAM

SPECIAL EVALUATION FORM

Student I.D. No. ____________

Today's Date ____________

Student's Name ______________________________ Birthday __/__/__
Last First Middle Mo. Day Year

School ______________________________ Grade ________ Sex____

Please circle the appropriate response.

About the student himself:

1. How favorable is his attitude toward school?
   - A. Above average
   - B. Average
   - C. Below average

2. How well can you understand him when he speaks?
   - A. Very well
   - B. About average
   - C. Not very well
   - D. Hard to understand

3. Does he have trouble because of fighting?
   - A. Very often
   - B. Occasionally
   - C. Never

4. Does he get in trouble with the police?
   - A. Very often
   - B. Occasionally
   - C. Never

5. Does he get in trouble with neighbors?
   - A. Very often
   - B. Occasionally
   - C. Never

6. About what percentage of his time is spent in out-of-school activities?
   - A.____% Sports and athletics
   - B.____% Studying and reading
   - C.____% Earning money at a job
   - D.____% Social activities (informal groups or individuals)
   - E.____% Other

7. Does he have problems because of being withdrawn?
   - A. Very often
   - B. Occasionally
   - C. Never

8. List the outside-of-school organizations in which the subject participates:

____

____

____

9. How many personal books does he have?
   - A. Many (more than ten)
   - B. A few (three to nine)
   - C. One or two
   - D. None

10. What kind of books are they? (Please describe.)

____

____

11. In what summer school programs did he participate (1966)?

____

____

12. What was the most outstanding experience he had during the summer (1966)?

____

____

____

About the student's family:

13. How much education does his family want the subject to have?
   - A. Some high school
   - B. To graduate from high school
   - C. Some college
   - D. To graduate from college

14. What do the parents expect of the school system?

____

____

____

About the student's home:

15. How does his home compare with others in the neighborhood?
   A. Above average
   B. Average
   C. Below average

16. Which of the following describes how the inside of his home is kept?
   A. Clean, neat, well organized
   B. Average
   C. Unkempt and disorderly

17. Does he have an adequate place to study?
   A. Quite adequate
   B. Barely adequate
   C. Not adequate at all

18. Is his home environment conducive to school work?
   A. Above average
   B. Average
   C. Below average

In answering the next questions, please indicate where the student stands on each scale by making a check mark in one of the five places.

19. UNCOOPERATIVE _____ _____ _____ _____ _____ COOPERATIVE

20. FRIENDLY _____ _____ _____ _____ _____ HOSTILE

21. SHY _____ _____ _____ _____ _____ AGGRESSIVE

22. IRRESPONSIBLE _____ _____ _____ _____ _____ RESPONSIBLE

23. NEAT _____ _____ _____ _____ _____ UNKEMPT

24. ALERT _____ _____ _____ _____ _____ DULL

25. What other problems does this student have?

____

____

____

____

26. Remarks: ____________________________________

____

____

____

____

Pupil Personnel Worker's Signature

____

The George Washington University

PUPIL PERSONNEL SERVICES TEAM

EVALUATION FORM (REVISED)

Student I.D. No. (1-7) __________

Student's Name (8-10) ______________________ Last First Middle

Birth date ___/___/___ Mo. Day Year

School ______________________ School Code (11-13) _____ Grade (14-15) _____ Sex (16) _____

Please check the appropriate response.

About the student himself:

1. How favorable is his attitude toward school?
(17)
_____ A. Above average
_____ B. Average
_____ C. Below average

2. How well can you understand him when he speaks?
(18)
_____ A. Very well
_____ B. About average
_____ C. Not very well
_____ D. Hard to understand

3. Does he have trouble because of fighting?
(19)
_____ A. Very often
_____ B. Occasionally
_____ C. Never

4. Does he get in trouble with the police?
(20)
_____ A. Very often
_____ B. Occasionally
_____ C. Never

5. Does he get in trouble with neighbors?
(21)
_____ A. Very often
_____ B. Occasionally
_____ C. Never

6. Does he have problems because of being withdrawn?
(22)
_____ A. Very often
_____ B. Occasionally
_____ C. Never

7. How many personal books does he have?
(23)
_____ A. Many (more than ten)
_____ B. A few (three to nine)
_____ C. One or two
_____ D. None

About the student's family and home:

8. How much education does his family want the subject to have?
(24)
_____ A. Some high school
_____ B. To graduate from high school
_____ C. Some college
_____ D. To graduate from college

9. What do the parents expect of the school system?
(25) ______________________________
____
____

10. How does his home compare with others in the neighborhood?
(26)
_____ A. Above average
_____ B. Average
_____ C. Below average

11. Which of the following describes how the inside of his home is kept?
(27)
_____ A. Clean, neat, well organized
_____ B. Average
_____ C. Unkempt and disorderly

12. Does he have an adequate place to study?
(28)
_____ A. Quite adequate
_____ B. Barely adequate
_____ C. Not adequate at all

13. Is his home environment conducive to school work?
(29)
_____ A. Above average
_____ B. Average
_____ C. Below average

Form GWU-C7-17-47

The following section is to be filled in by members of the Team from personal observation. In answering the next six questions, please indicate where he stands on each scale by making a check mark in one of the five places.

(30) 14. UNCOOPERATIVE _____ _____ _____ _____ _____ COOPERATIVE
(31) 15. FRIENDLY _____ _____ _____ _____ _____ HOSTILE
(32) 16. SHY _____ _____ _____ _____ _____ AGGRESSIVE
(33) 17. IRRESPONSIBLE _____ _____ _____ _____ _____ RESPONSIBLE
(34) 18. NEAT _____ _____ _____ _____ _____ UNKEMPT
(35) 19. ALERT _____ _____ _____ _____ _____ DULL

20. How was this student referred to your team the first time?

(36)
_____ A. Principal/Asst. Principal
_____ B. Guidance Counselor
_____ C. Teacher
_____ D. School Nurse
_____ E. Other school source (Explain)
____
_____ F. Non-school source (Explain)
____
_____ G. Case assigned

21. How many contacts has your team had with this student?

(37-38) _____ contacts

22. How many contacts has your team had with his parents or guardians?

(39-40) _____ contacts

23. What problems does this student have? (MARK ALL THAT APPLY)

(41) _____ A. No problems
(42) _____ B. Physical (medical) problems
(43) _____ C. Slow learning problems
(44) _____ D. Attendance
(45) _____ E. Emotional
(46) _____ F. Behavioral (adjustment)
(47) _____ G. Poor motivation
(48) _____ H. Other (please explain)
____

24. Have you referred this student to any of the following? (MARK ALL THAT APPLY)

(49) _____ A. Clinical Team
(50) _____ B. Reading Clinic
(51) _____ C. Speech Clinic
(52) _____ D. Urban Service Corps
(53) _____ E. Other (specify)
____

25. Remarks: ________________________________
____
____
____
____

Date form completed:
____

Pupil Personnel Worker's Signature
____

Team No. ______________ (54-55)

Interviewer's Name____________________
Date____________________

STUDENT INTERVIEW FORM

Name of student____ Boy ____ Girl ____
Last First Middle

School now attending__________________________________ Present Grade____

Address__________________________________ Date of birth____________
Month/Day/Year

Name of parent or guardian______________________________________

Address____

Hello. I am ______________________. What is your name? We are making a study of some new programs in the schools and would like to ask you some questions to find out what you think about school. These questions are just to get your ideas, so feel free to say what you want.

1. How well do you like to go to school?

2. What do you like best about school?

3. What do you like next best about school?

4. What do you like least about school?

5. What is the second thing you like least about school?

6. How would you like school to be different if you could change it?

7. How long do you plan to go to school?

8. What would you like to be when you grow up?

9. What do you like to read? What have you read lately and how well did you like it?

10. What do you like to do after school?

GWU-C7-13-66

Please evaluate this student on the following (circle the ones that apply):

1. Is he poised and at ease?

   A. Above average
   B. Average
   C. Below average

2. How favorable is his attitude toward school?

   A. Above average
   B. Average
   C. Below average

3. How well can you understand him when he speaks?

   A. Above average
   B. Average
   C. Below average

4. How well does he cooperate with you?

   A. Above average
   B. Average
   C. Below average

5. Are there any indications he is in poor health?

   Specify:

In answering the next seven questions, please indicate where the student stands on each scale by making a check mark in one of the five places.

6. UNCOOPERATIVE ____ ____ ____ ____ ____ COOPERATIVE
7. SHY ____ ____ ____ ____ ____ AGGRESSIVE
8. UNKEMPT ____ ____ ____ ____ ____ NEAT
9. ALERT ____ ____ ____ ____ ____ DULL
10. ATTRACTIVE ____ ____ ____ ____ ____ UNATTRACTIVE
11. POORLY DRESSED ____ ____ ____ ____ ____ WELL DRESSED
12. SPEAKS FLUENTLY ____ ____ ____ ____ ____ SPEAKS HALTINGLY

13. Please check the words which apply to this student:

____sullen
____shy
____friendly
____neat
____aggressive
____hostile
____defiant
____show-off
____talkative
____alert
____dull
____imaginative
____apathetic
____withdrawn
____unkempt
____aloof

Fifteen-Minute Theme

Boy ______
Girl ______
Name ____
Last First Middle
School now attending ______________________________ Present Grade ______

Today's date ______________________ Date of birth ______________________
Month Day Year Month Day Year

Instructions: Fill in the blanks above. When told to do so, write in the space below your thoughts on the topic:

"What School Means to Me"

(Use the back of the page if necessary.)

GWU-C7-12-56

STUDENT QUESTIONNAIRE

Name ____ Sex __________
Last First Middle

Date of birth ________________________ Today's date ________________________
Month Day Year Month Day Year

School ____ Grade __________

DIRECTIONS: These questions are about yourself, and your plans for the future. There are no right or wrong answers. Please answer each question by checking the space or filling in the line.

1. How old were you when you started in the first grade?

   __________ years old

2. Did you attend kindergarten?

   ( ) a. Yes
   ( ) b. No
   ( ) c. I don't know

3. How many times have you changed schools since starting in the first grade? (Do not count promotions from one school to another.)

   __________ times

4. How much education do you expect to have during your lifetime?

   ( ) a. I don't care whether I stay in school.
   ( ) b. High school only
   ( ) c. Vocational school
   ( ) d. Business school
   ( ) e. Junior College
   ( ) f. A college degree
   ( ) g. Professional or graduate school
   ( ) h. I don't know

5. How much education do your parents or guardians want you to have?

   ( ) a. They don't care whether I stay in school.
   ( ) b. High school only
   ( ) c. Vocational school
   ( ) d. Business school
   ( ) e. Junior College
   ( ) f. A college degree
   ( ) g. Professional or graduate school
   ( ) h. I don't know

6. How much education are most of your friends planning to obtain?

   ( ) a. They are planning to quit school
   ( ) b. They are planning to complete high school, only.
   ( ) c. They are planning to obtain vocational school training.
   ( ) d. They are planning to obtain business school training.
   ( ) e. They are planning to obtain Junior College training.
   ( ) f. A college degree.
   ( ) g. Professional or graduate training
   ( ) h. I don't know

7. What is your father's occupation (or other male head of your household)?

( ) a. Farm or ranch owner and/or manager
( ) b. Farm or ranch foreman
( ) c. Farm or ranch worker
( ) d. Workman or laborer -- such as factory or mine worker, fisherman, filling station attendant, longshoreman, etc.
( ) e. Private household worker -- such as servant, butler, etc.
( ) f. Protective worker -- such as policeman, detective, sheriff, fireman, etc.
( ) g. Service worker -- such as barber, beautician, waiter, etc.
( ) h. Semi-skilled worker -- such as factory machine operator, bus or cab driver, meat cutter, etc.
( ) i. Skilled worker or foreman -- such as baker, carpenter, electrician, enlisted man in the armed forces, mechanic, plumber, plasterer, tailor, foreman in a factory or mine (but not on a farm), etc.
( ) j. Clerical worker -- such as bank teller, bookkeeper, sales clerk, office clerk, mail carrier, messenger, etc.
( ) k. Salesman -- such as real estate or insurance salesman, factory representative, etc.
( ) l. Manager -- such as sales manager, store manager, office manager, business manager, factory supervisor, etc.
( ) m. Official -- such as manufacturer, officer in a large company, banker government official or inspector, etc.
( ) n. Proprietor or owner -- such as owner of a small business, wholesaler, retailer, contractor, restaurant owner, etc.
( ) o. Professional -- such as actor, accountant, artist, clergyman, dentist, engineer, lawyer, librarian, scientist, etc.
( ) p. Technical -- such as draftsman, surveyor, medical or dental technician, etc.
( ) q. I don't know

8. How much schooling does your father have? Mark the ONE answer indicating the HIGHEST level of education your father reached. Mark the one best answer even if you are not sure.

( ) a. None, or some grade school
( ) b. Completed grade school only
( ) c. Some high school, but did not graduate
( ) d. Graduated from high school
( ) e. Vocational or business school after high school
( ) f. Some junior or regular college, but did not graduate
( ) g. Graduated from a regular 4-year college
( ) h. Master's degree
( ) i. Some work toward doctorate or professional degree
( ) j. Completed doctorate or professional degree
( ) k. I don't know

9. Is your mother working?

( ) a. Yes
( ) b. No

10. How much schooling does your mother have? Mark the ONE answer indicating the HIGHEST level of education your mother reached. Mark the one best answer even if you are not sure.

( ) a. None, or some grade school
( ) b. Completed grade school only
( ) c. Some high school, but did not graduate
( ) d. Graduated from high school
( ) e. Vocational or business school after high school
( ) f. Some junior or regular college, but did not graduate
( ) g. Graduated from a regular 4-year college
( ) h. Master's degree
( ) i. Some work toward doctorate or professional degree
( ) j. Completed doctorate or professional degree
( ) k. I don't know

11. List below what shop courses you have had in school prior to this semester.

a.____

b.____

c.____

12. How active have you been in the Boy Scouts or Girl Scouts?

( ) a. Very active
( ) b. Fairly active
( ) c. A member, but not very active
( ) d. Not a member

13. How active have you been in a boys' club or similar organization?

( ) a. Very active
( ) b. Fairly active
( ) c. A member, but not very active
( ) d. Not a member

14. How often have you built model airplanes, ships, trains, cars, etc.?

( ) a. Very often
( ) b. Often
( ) c. Occasionally
( ) d. Rarely
( ) e. Never

15. How often have you worked with photographic equipment (not just taking snapshots)?

( ) a. Very often
( ) b. Often
( ) c. Occasionally
( ) d. Rarely
( ) e. Never

16. How often have you made jewelry, pottery, leatherwork, etc.?

( ) a. Very often
( ) b. Often
( ) c. Occasionally
( ) d. Rarely
( ) e. Never

17. How often have you made or repaired electrical or electronic equipment?

( ) a. Very often
( ) b. Often
( ) c. Occasionally
( ) d. Rarely
( ) e. Never

18. How often have you done cabinetmaking or woodworking?

( ) a. Very often
( ) b. Often
( ) c. Occasionally
( ) d. Rarely
( ) e. Never

19. How often have you done metal working?

( ) a. Very often
( ) b. Often
( ) c. Occasionally
( ) d. Rarely
( ) e. Never

20. How often have you done mechanical or automobile repairs?

( ) a. Very often
( ) b. Often
( ) c. Occasionally
( ) d. Rarely
( ) e. Never

21. How often have you worked with power tools?

( ) a. Very often
( ) b. Often
( ) c. Occasionally
( ) d. Rarely
( ) e. Never

22. How often have you done drawing, painting, sculpturing, or decorating?

( ) a. Very often
( ) b. Often
( ) c. Occasionally
( ) d. Rarely
( ) e. Never

23. Have you ever done something to earn money of your own?

( ) a. Yes
( ) b. No

24. What did you do to earn money?

____

____

25. What kinds of magazines do you like to read?

____

____

26. What kinds of books do you like to read?

____

____

27. Which of the occupations listed below do you EXPECT to make your career? Please mark only one.

( ) a. Scientist, teacher, engineer, dentist, lawyer, mathematician, pharmacist, clergyman, political scientist, physician, economist, sociologist, psychologist, or social worker
( ) b. Accountant
( ) c. Officer in the armed forces
( ) d. Artist or entertainer
( ) e. Businessman
( ) f. Engineering aide or scientific aide
( ) g. Forester
( ) h. Medical or dental technician
( ) i. Nurse
( ) j. Pilot, airplane
( ) k. Policeman or fireman
( ) l. Secretary, office worker, or typist
( ) m. Writer
( ) n. Barber or beautician
( ) o. Enlisted man in the armed forces
( ) p. Farmer
( ) q. Housewife
( ) r. Salesman or saleswoman
( ) s. Skilled worker, such as electrician, machinist, plumber, printer, etc.
( ) t. Structural worker, such as bricklayer, carpenter, painter, paperhanger, etc.
( ) u. Some profession not listed above
( ) v. Some trade not listed above

28. Which of the occupations listed below would you LIKE to make your career? Please mark only one.

☐ a. Scientist, teacher, engineer, dentist, lawyer, mathematician, pharmacist, clergyman, political scientist, physician, economist, sociologist, psychologist, or social worker
☐ b. Accountant
☐ c. Officer in the armed forces
☐ d. Artist or entertainer
☐ e. Businessman
☐ f. Engineering aide or scientific aide
☐ g. Forester
☐ h. Medical or dental technician
☐ i. Nurse
☐ j. Airplane pilot
☐ k. Policeman or fireman
☐ l. Secretary, office worker, or typist
☐ m. Writer
☐ n. Barber or beautician
☐ o. Enlisted man in the armed forces
☐ p. Farmer
☐ q. Housewife
☐ r. Salesman or saleswoman
☐ s. Skilled worker, such as electrician, machinist, plumber, printer, etc.
☐ t. Structural worker, such as bricklayer, painter, paperhanger, etc.
☐ u. Some profession not listed above
☐ v. Some trade not listed above

29. With whom are you now living -- that is, who are the heads of the house?

☐ a. Mother and father
☐ b. Mother only
☐ c. Father only
☐ d. Sometimes with my mother, sometimes with my father
☐ e. Mother and stepfather
☐ f. Father and stepmother
☐ g. Grandparents, aunt, uncle, or cousins
☐ h. Brother or sister
☐ i. Foster parents (not relatives)
☐ j. Someone not listed above

30. How many living children are in your family including yourself?

________________children including myself

31. How much money per year would you EXPECT to earn in 20 years from now? (Assume that your plans go as you want them to.)

$________________per year

32. What is the LEAST amount of money per year that you would be satisfied with 20 years from now?

$________________per year

The George Washington University
Education Research Project
729 15th Street, N.W.
Washington, D.C.

TEACHER QUESTIONNAIRE

The Title I Elementary and Secondary Act of 1965 requires that each of its programs be evaluated. The Education Research Project of The George Washington University is helping with the evaluation program.

As part of the evaluation, we need some information from the teachers working in the programs. We would appreciate your completing this form.

1. Name____

2. Name of Program in which you participated________________________

3. College from which you graduated; year and degree____________________

4. Graduate work -- Name of school; major field; degrees__________________

5. Please list any courses you have had in special education_________________

6. Please list your past teaching experience as to location, grades, and subjects taught____

7. Please list your position and location for September 1966__________________

8. What do you think are the most important problems in meeting the needs of your students?____

9. How did the programs in which you participated help you in meeting these needs?

10. What recommendations for improvement would you make for the program in which you participated?____

11. Which of the materials in the program repeated the subject matter which you had previously covered?____

As part of the evaluation program, we would like to contact you during the school year. Please list an address where we may contact you.

Today's Date____________________

The George Washington University
Education Research Project

TITLE I TEACHER-AIDE QUESTIONNAIRE FOR PRINCIPALS

As part of the evaluation of programs funded under the Elementary and Secondary Education Act of 1965, the Education Research Project of The George Washington University is making a survey of the use and effectiveness of teacher-aides. It would assist in the evaluation if you would complete this questionnaire and add any other observations you may have concerning this program.

Today's date____________________

Name__________________________ School__________________________

I. How many teacher-aides were assigned to your school in 1966-1967?_______

II. On what basis did you assign the teacher-aides to the classroom teachers?

____

____

____

III. What assignments, outside the classroom, were given to teacher-aides in your school?
1. _____ lunchroom duty
2. _____ hall police
3. _____ playground supervision
4. _____ escorting children to clinics or their homes
5. _____ clerical work
6. _____ field trips
7. _____ other, please specify:____________________________

IV. Do you feel the teacher-aides adjusted and contributed to your school?
1. _____ of little help
2. _____ of some help
3. _____ very helpful

V. In which of the following areas do you feel the teacher-aides would have benefited from more training?
1. _____ clerical (such as familiarity with school records, use of mimeograph, etc.)
2. _____ housekeeping (such as assisting in preparation for art, bulletin boards)
3. _____ use of visual aid equipment
4. _____ academic subjects (such as reading and arithmetic)
5. _____ their role in relation to classroom teachers and school procedure
6. _____ their role in relation to children in the classroom
7. _____ their role in relation to the parents and the homes of the children
8. _____ duties such as playground supervision, field trips, and the like
9. _____ other, please specify:

____

____

GWU-C7-19-57

VI. What quality or qualities do you feel are most important for a successful aide?

____

____

VII. Would you suggest that teacher-aides be assigned to your school in the future?

1. _____ Yes

2. _____ No If no, why? ______________________

VIII. If a fixed amount of money were available for instruction in your school, and teachers and teacher-aides had to be paid out of the same budget, what ratio of teachers to teacher-aides would you like to have in your school? Why?

____

____

____

____

____

IX. Other comments or observations:

____

____

____

____

____

____

____

____

____

____

____

____

The George Washington University
Education Research Project

TITLE I TEACHER-AIDE QUESTIONNAIRE FOR CLASSROOM TEACHERS

As part of the evaluation of programs funded under the Elementary and Secondary Education Act of 1965, the Education Research Project of The George Washington University is making a survey of the use and effectiveness of teacher-aides. Please answer the following questions. It would assist in the evaluation if you would add any other observations regarding this program you may have had that are not covered by the questions.

Today's date ______________

Name of classroom teacher ______________ Name of school where you now teach ______________

Degree held and institution from which you graduated ______________ Number of years teaching experience ______________

Grade taught this year ______________ What is the average class size ______________

What subjects do you teach ______________

I. Do you have a teacher-aide assigned to you full time or part time?

1. _____ full time
2. _____ part time

II. What percentage of time, on an average, does the teacher-aide spend in the following categories? Place an X in each division that is applicable.

	APPROXIMATE PERCENTAGE OF TIME						
CATEGORY:	not at all	1-9	10-19	20-29	30-39	40-49	50 & more
1. Clerical Work (attendance records, scoring papers, etc.)							
2. Housekeeping Tasks (such as assist in preparation -- clean up for art, etc.)							
3. Instructional (work with special groups)							
4. Audio-Visual Aids or Instructional Materials							
5. Contact with Parents							
6. Activities with Children outside the Classroom (playground supervision, field trips, etc.)							
7. Other (please specify)							

III. Please check the areas in which the teacher-aide assists you:

1. _____ Read stories
2. _____ Tell stories
3. _____ Help in drill exercises
4. _____ Help with art period
5. _____ Relieve teacher in emergency
6. _____ Lead group singing
7. _____ Read poetry
8. _____ Help with mathematics period
9. _____ Help with social studies period
10. _____ Give spelling words
11. _____ Help with reading groups
12. _____ Help with language groups
13. _____ Help with kindergarten prog.
14. _____ Help with home ec. program
15. _____ Conduct show and tell
16. _____ Help with science projects
17. _____ Help with workbooks

IV. How well does your teacher-aide understand the students and their needs?

1. _____ not very well
2. _____ average
3. _____ very well

V. Does the help of the teacher-aide give you more time for work individually with students in your class?

1. _____ none
2. _____ some
3. _____ a great deal

VI. Does your aide have any difficulty in maintaining discipline in her association with the students?

1. _____ none
2. _____ some
3. _____ a great deal

VII. What quality or qualities do you feel are most important for a successful aide?

____

____

VIII. In which of the following areas do you think the teacher-aide should be given more training before assignment to a classroom?

1. _____ clerical
2. _____ special academic matter
3. _____ role of aide in relation to classroom teacher and school procedure
4. _____ understand children and their needs
5. _____ basic educational skills
6. _____ other (please specify) ______________________________

IX. Would you request that a teacher-aide be assigned to you in the future?

1. _____ yes
2. _____ no If no, why? ______________________________

X. Would you prefer a full time or a part time teacher-aide?

1. _____ full time
2. _____ part time

Why? ______________________________

XI. Do you feel that a training period for the classroom teachers in the use of the classroom aide would be helpful?

1. _____ yes
2. _____ no

Why? ______________________________

XII. Other comments: ______________________________

____

____

____

The George Washington University
Education Research Project

TITLE I QUESTIONNAIRE FOR TEACHER-AIDES

As part of an evaluation of programs funded under the Elementary and Secondary Education Act of 1965, it is necessary to obtain information about the teacher-aide program. Your replies to the following questions will be a part of that evaluation.

Today's date ____________________

Male ____________
Sex: Female ____________

Name ____________________________________

Age __________ Education ____________________________________

School or schools to which assigned, 1966-1967 ____________________________________

Grade of students ______________

I. Were you employed full time or part time as an aide?

1. ____ full time
2. ____ part time (number of hours per week ____)

II. Did you attend a teacher-aide training program?

1. ____ no
2. ____ yes If yes, where? ______________________
when? ______________________

III. Did you find the training program helpful in your work with the teacher to whom you were assigned?

0. ____ not at all
1. ____ of little help
2. ____ of some help
3. ____ very helpful

IV. In which of the following areas would you have liked more training?

1. ____ clerical (such as grading papers, taking attendance, familiarity with school records)
2. ____ housekeeping (such as assisting in preparation and cleaning up for art, bulletin boards)
3. ____ academic subjects (such as reading and arithmetic)
4. ____ use of visual aid equipment
5. ____ your role in relation to classroom teacher and school procedure
6. ____ your role in relation to children in the classroom
7. ____ your role in relation to the parents and the homes of the children
8. ____ other duties such as playground supervision and field trips
9. ____ other, please specify:

____

____

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V. In what ways did you find you worked most effectively with the classroom teacher? (Please comment in detail)

VI. In what ways did you find you worked least effectively with the classroom teacher? (Please comment in detail)

VII. What assignments, outside the classroom, were given to you by the principal?

VIII. Do you plan to continue working as a teacher-aide?

1. _____ no
2. _____ yes

Why? _____

IX. Do you plan to become a teacher?

1. _____ no
2. _____ undecided
3. _____ yes

1. Please write in detail on "Why I like being a Teacher-Aide." Please include what you like best and what you find most challenging about the work.

THE GEORGE WASHINGTON UNIVERSITY
EDUCATION RESEARCH PROJECT

__________(1-6) Name of School__________ School Code_____ (38-40)
Student Identification No.

Name of Student__________(7-21) Boy___ Girl___(22)
Last First Middle

Date of Birth___/___/___(25-30) Grade__________(41-42) Teacher Code_______(43-44)
month/ day /year

School Year 1965-66: Name of School__________ School Code______ (31-33) Grade__________ (23-24)

Program List Instructions: Please indicate whether this student is participating in or receiving the services of any of the following programs (school year 1966-67). Please check as many as apply:

(45)___Elementary Science (ESI)
(46)___Madison Project in Mathematics
(47)___School Math Study Group (SMSG)
(48)___Social Studies (Purdue)
(49)___Biology for Slow Readers
(50)___Math Clinic (Cardozo)
(51)___Communications Laboratory (Banneker)
(52)___Team Teaching (Primary)
(53)___Team Teaching in Inter. Sequence
(54)___Associative Team Teaching
(55)___Nongraded Primary Sequence
(56)___Project in Urban Teaching
(57)___Interns from Natl. Teach. Corps
(58)___Human Services Aides
(59)___Neighborhood Youth Corps (NCY 1-B)
TAP Teacher Aide --
(60-61)________Number of hours/week with class
(62)___Nongraded Intermediate Sequence

(63-64)________Reading Programs
___01 ITA
___02 Learning to Think
___03 Ginn Language Development
___04 Lift Off to Reading (BPC)
___05 Reading in High Gear (APC)
___06 SRA
___07 Unifon
___08 Words in Color
___09 MacMillan Reading Spectrum
___10 Bank Street Reader
___11 Sound and Patterns of Language
___12 Language Experiences in Reading
___13 Robert's English Series
___14 Sounds of Language
___15 Peabody Language Development
___16 Gateway English
(65)___Cultural Enrichment
(66)___Extended Day-Double Barrel
(67)___Future for Jimmy
(68)___Urban Service Corps Program

Please indicate whether this student participated in any of the following programs during the 1965-66 school year:

(69)___Words in Color
(70)___Vicore
(71)___Secondary School Math Labs
(72)___University Volunteers
(73)___Reading and Tutoring
(74)___Parent Education
(75)___Preschool Programs (1965-66)
(76)___Saturday Schools

3/15/67

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